

INSPECTION REPORT

BACTON COMMUNITY PRIMARY SCHOOL

Bacton

LEA area: Suffolk

Unique reference number: 124567

Headteacher: Mrs C. Coles

Lead inspector: Mr D. Gosling

Dates of inspection: 22nd – 24th November 2004

Inspection number: 266348

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4-9
Gender of pupils:	Mixed
Number on roll:	114
School address:	Taylor's Green Bacton Stowmarket Suffolk
Postcode:	IP14 4LL
Telephone number:	01449 781367
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Appropriate authority:	The governing body
Name of chair of governors:	David Coffey
Date of previous inspection:	18 th January 1999

CHARACTERISTICS OF THE SCHOOL

Bacton is a small, community primary school which caters for boys and girls who are 4-9 years old. It has 114 pupils organised in five classes, three of which are mixed-age. The school is situated in a rural part of Suffolk, close to Stowmarket. Nearly all pupils come from Bacton and the surrounding villages. The proportion of pupils eligible for free school meals is below the national average and pupils come from a range of social backgrounds which, taken together, are more favourable than the national picture. Overall, pupils' attainment when they start school is what is expected for their ages. The proportion of pupils with special educational needs is broadly in line with the national average but none has a statement to outline specific needs. Most of the pupils with special educational needs have moderate learning difficulties. All the pupils are from white ethnic backgrounds and none is learning English as an additional language. The school has an Investors in People Award for the care and development of its staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7118	David Gosling	Lead inspector	English, history, citizenship, special educational needs
33735	Steve Huard	Lay inspector	
30244	Roger Tapley	Team inspector	Mathematics, information and communication technology, art, design and technology, music, physical education
10226	Susan Senior	Team inspector	Foundation Stage, science, geography, religious education,

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bacton Community Primary School is an effective school. When children start school, overall standards of attainment are about the same as expected for their age. They achieve well in the reception year and very well in Years 1 and 2 so that, by the end of Year 2, standards in reading and writing are above national averages and in mathematics well above. In Years 3 and 4, pupils achieve well. The quality of teaching is good overall and very good for pupils in Years 1 and 2. Good, purposeful leadership by the head teacher, supported by a dedicated staff team, creates a stable and happy environment for learning. The school provides good value for money.

The school's main strengths and weaknesses are

- A well-organised and talented teaching staff make lessons challenging and enjoyable
- Pupils' achievement is very good in mathematics
- Pupils' very good attitudes to school and their good behaviour support learning very effectively
- The provision for pupils who have special educational needs is very good
- Plans to improve aspects of the school's work lack clarity and do not systematically address weaknesses
- Assessment data is not used enough to gain an overview of pupils' standards and to set work in lessons and this is leading to some underachievement of the more able pupils in science and information and communication technology

Since the school was inspected in 1999, improvement has been good. Standards are higher than at the last inspection. Then, results in national tests were average but now they are above average. The points for development from the last inspection have been dealt with effectively.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	B	C	A	B
writing	A	B	B	B
mathematics	B	C	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' achievement is good overall. In the reception year children achieve well because of well-organised teaching, which provides a good grounding in basic reading, writing, speaking and listening literacy and numeracy skills. By the time they join Year 1, almost all of the children have reached the expected standards and many have exceeded them. In Years 1 and 2, achievement is very good. By the end of Year 2, standards are well above average in reading and mathematics, and above average in writing and science. In Years 3 and 4, achievement is good because pupils' skills are consolidated and developed through skilful teaching. By the end of Year 4, standards remain above average in English and science and well above in mathematics. Standards in art and design are well above average and those in history are above average. In other subjects where it was possible to make a judgement, standards are in line with national expectations. Pupils who have special educational needs do very well. Pupils of different abilities and from all backgrounds

achieve well overall, although there is some underachievement from the more able pupils in science and information and communication technology.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are fostered well. Many opportunities are provided for pupils to develop social skills, their understanding of right and wrong, and their awareness of other cultures. Pupils' attitudes and general approach to learning are very good. They enjoy their lessons and try hard. In lessons, and around the school, pupils' behaviour is good; they treat each other and adults with respect. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The quality of teaching and learning is good. The teaching for the reception children is good. It is based on a thorough knowledge of children's needs and provides skilful grounding in basic reading, writing and numeracy skills. Activities are well planned to develop all aspects of the children's learning and make good use of their first hand experiences. In Years 1 and 2, teaching is very good, with a wide range of interesting activities and resources provided. In Years 3 and 4, the quality of teaching is good overall. It is well-structured and well-organised. The teaching of pupils with special educational needs is very good. Teachers do not always make enough use of what they know about pupils' existing attainment, and the progress targets that have been set, to plan the most appropriate work.

The curriculum provides a good range of work and a good balance between literacy and numeracy and other subjects. There is a good range of extra-curricular activities. The rolling two-year programme of topics is creating coherence and greater richness in lessons, but some areas of science are not covered sufficiently. The accommodation is very good and enhances learning. The school provides very good care and good support for its pupils. It has created a good partnership with its parents and local schools and a satisfactory partnership with the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The head teacher provides good leadership and has sustained and developed the hard-working and happy ethos which is a hallmark of the school. She has established a good system for annual self-evaluation. Senior staff provide very good support and the leadership of subjects is good. Governance is satisfactory. Governors know the school's strengths but are less aware of the school's weaknesses and do not provide sufficient challenge when decisions are being made. The effectiveness of management is good. Strategies for improving reading have been particularly effective. The school runs very smoothly. Checking on the quality of teaching and learning is done well. Although a good system for recording pupils' attainment has recently been established, at this stage not enough use is made of assessment data to gain an overview of pupils' progress. The school improvement plan and some subject leader action plans lack rigour.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school. They nearly all say that their children like the school and that they make good progress. They rate very highly pupils' behaviour and the quality of teaching. Pupils also are happy with the school. They think they are expected to work hard.

IMPROVEMENTS NEEDED

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The most important things the school should do to improve are

- Improve the quality of the school improvement plan and subject leader plans so that they address identified areas of weakness with specific actions
- Make more use of what is known about pupils' existing attainment, and the progress targets they have been set, to plan work in lessons
- Use the good, recently-developed tracking system to gain a clear overview of standards and rates of progress in each class and year group,

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PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements are good overall. Pupils join the school with average attainment overall and leave with above average attainment. Children in the Foundation Stage achieve well in all areas of their learning because the teaching is matched well to their needs, including their personal and social needs. All these children are on course to meet the standards expected of them by the end of the reception year and most will exceed expectations in mathematics and personal, social and emotional development. By the end of Year 2, standards are above the national average in reading, writing, and science and well-above in mathematics. There is very good achievement because of imaginative and skilful teaching. By the end of Year 4, standards are above average in English and well above in mathematics and pupils achieve well because of well-organised teaching. The significant numbers of pupils with special educational needs achieve very well because of the very good support provided in lessons and the skilful teacher assistants.

Main strengths and weaknesses

- A good foundation in basic skills is made in the reception year and there has been significant progress in teaching the under-fives since the previous inspection
- Achievement in mathematics is very good because of skilful and imaginative teaching
- Achievement in writing has been good over a number of years and pupils can write well in a range of styles
- Pupils who have special educational needs make very good progress
- Standards in art and design are well above average, and they are above average in science and history
- There is some underachievement of the more able in science and information and communication technology

Commentary

National test results and other performance data

1. Since the previous inspection, results in national tests at the end of Year 2 have risen. The 1998 test results were close to the national average and below those gained by *similar schools**. In 2004, results in reading and mathematics were well above the national average and in writing they were above. The 2004 results were in line with those of similar schools. In science all the pupils reached the expected Level 2 of attainment in mathematics nearly all did. The proportion of pupils gaining the higher Level 3 and above is higher than the national average overall. These very good results are due to very good teaching at Key Stage 1 and to the good grounding the pupils receive in the reception class.

* *'Similar schools' are those with a similar proportion of pupils eligible for free school meals*

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.1 (15.5)	15.8 (15.7)
writing	15.5 (15.4)	14.6 (14.6)
mathematics	18.3 (16.7)	16.2 (16.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

2. In Years 3 and 4, pupils achieve well to sustain above average standards. The school's reading and mathematics test scores in 2004 were above Suffolk average. Teacher assessments for the current Year 4 predict that almost half the pupils will gain a level 4 in English, mathematics and science in July 2005, which is the standard normally expected of pupils in Year 6.

3. Girls have outperformed boys in Key Stage 1 tests over the past three years but the gap is similar to the national gap and boys perform well compared with boys nationally.

Standards and achievement

4. Children achieve well during the reception year. They join the school with average standards and a significant number have special educational needs. The current eight children in reception joined the school with below average listening skills and above average mathematical skills. Children in the current reception year are on course to reach the standards expected by the time they join Year 1 and exceed them in mathematics and personal, social and emotional development. The close liaison with the on-site Bacton under-fives group enables teachers to have an accurate picture of the skills pupils have when they start the reception class and to build on their previous experiences. Early skills in reading and writing are taught well, and lively mathematics teaching is leading to very good achievement. Very good use is made of first hand experiences to make sure that children understanding what they are learning. There is a strong and effective emphasis on developing pupils' personal and social skills and this helps to explain the very good achievement of the below average children and those with special educational needs. The children are well prepared for the next steps in their education.
5. Pupils' achievements in English, mathematics and science are good overall. By Year 4, pupils' speaking and listening skills are very good. They work productively in small groups and in pairs, taking turns and listening to each other well. Most pupils read with confidence in lessons and they read a range of texts, some very challenging. The good grounding they get in the reception and at Key Stage 1 leads pupils to having good skills for reading more difficult words and passages. By the end of Year 4, pupils also write well in a range of styles and their spelling, punctuation and grammar are generally accurate. Pupils skills in reading beyond the literal - inferring and deducing meaning - are weaker and some are slow at joining up their writing. Year 4 pupils have very good skills in calculating, and a good grasp of ideas such as "more than" and "less than". In science, Year 4 pupils have good investigational skills and are skilful at predicting the outcomes of experiments. Standards in the study of materials are lower because this aspect is not studied in enough depth. In all three subjects, pupils' good achievements are largely a result of the consistently good teaching they receive and the efforts taken to make learning interesting.
6. Standards in art and design are well above average because pupils are effectively encouraged to develop their skills and enthusiasm through a wide range of techniques and materials. Standards in history are above average because teachers have high expectations. Pupils use some sophisticated terminology and use simple sources to find out information. They have a very good grasp of chronology. Standards in geography, religious education (RE), design and technology (DT) are and information and communication technology (ICT) are in line with those expected for their ages. ICT skills are taught consistently throughout the school but more able pupils are not challenged enough.
7. Pupils who have special educational needs make very good progress in lessons and towards the targets set for them. This is partly evidenced by the large proportion of pupils who gain at least average levels in their Key Stage 1 tests and also by their work rate as shown in lessons and in books. Key to this very good achievement is the careful matching of work to their needs in lessons and in withdrawal groups and the support provided by learning support assistants.
8. Since the last inspection, there has been a significant improvement in pupils' achievement and in the standards they reach.

Pupil's attitudes, values and other personal qualities

Pupils' attitudes to learning are very good and their behaviour and personal development are good. Attendance is satisfactory and punctuality is good. The spiritual, moral, social and cultural development of pupils is good.

Main strengths and weaknesses

- Pupils work hard and they are very enthusiastic in lessons and in out-of-school clubs
- The care the school takes in fostering pupils' personal development is leading to their showing very caring attitudes towards each other
- Behaviour is good overall in classrooms and around the school
- The attitude of some parents towards attendance does not support the school's efforts to improve overall rates
- Good provision is made for pupils to reflect upon their lives and other people's, to work cooperatively and to broaden their cultural experiences

Commentary

9. Parents think behaviour is good and think that behaviour has improved in recent years. Children also think that behaviour is good. Pupils are well-behaved and attentive in class and assemblies. A small minority of pupils have behavioural difficulties but these are managed very well. The older pupils mix well in the dining room and the playground with those just joining the school. Pupils in all year groups show a very caring attitude towards each other. In the playground they play very well together and at break and lunchtimes there is a calm, relaxed atmosphere where pupils have fun and show respect for other groups. There is no evidence of bullying taking place either in the classroom or in the playground. When problems occur pupils understand and support each other in order to resolve them. There have been no exclusions in the last year. The head teacher and staff have high expectations of behaviour and they act as very useful role models by valuing pupils' experiences and treating them with respect.
10. The school provides a structured and supportive environment for learning which contributes to pupils' very good attitudes towards their work. The enthusiasm pupils have for lessons is partly due to the rich range of activities provided and the efforts teachers make to listen to pupils and match tasks to their interests. Pupils are very polite and keen to talk to adults.
11. The attendance rate for 2003/4 and the rate of unauthorised absence was broadly in line with the national picture. Attendance is lower than it was in 2001/2002. The school is trying hard to reverse this trend by improving parents' attitudes towards taking pupils out in term time for holidays. The attendance registers and records of absence, with reasons, are well-kept and updated in a useful format.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.2
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

12. The school council, formed earlier this year, is functioning well and reflects the responsibility that many of the older pupils have for their school. Pupils have a very wide choice of out-of-school clubs for a small village school and they appreciate it. The gym club in particular was identified by many as very good. Teachers have created an atmosphere where all are encouraged to develop to their maximum potential. This is clearly illustrated by the high expectations of children with special educational needs. A good example is The Rainbow Group, which is held during school twice a week for those with social and behavioural problems. This group builds on pupils' self-esteem and teaches them social skills. Personal, social and health education receives a high profile in the school and pupils

enjoy the lessons and discuss some sensitive issues very seriously. In form time the whole class sessions where pupils discuss personal issues in circles are used effectively to address individual concerns. Pupils at the foundation stage achieve their own personal and social learning goals very well.

13. There are good opportunities for reflection in assemblies and in some lessons. Nearly all pupils believe they are trusted to do things on their own. Pupils have a very good awareness of right and wrong and help develop their own school rules. The school promotes multi-cultural awareness and prepares the pupils well for living in a culturally diverse society. Parents thought the multi-cultural education in the school was a strength and there is good provision for it through RE, geography, assemblies and whole school activities such as the visit earlier this year by an Indian dance group. Pupils have pen friends in Peru and raise money for them annually.
14. Pupils' attitudes, values and personal education were good in the last inspection and they have remained good overall. Attendance was satisfactory at the last inspection and is still satisfactory.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Teaching and learning are good and the curriculum meets the needs of the pupils well. Pupils are cared for very well, guided and supported effectively, and there are good links with other schools and parents. Links with the wider community are satisfactory.

Teaching and learning

Teaching and learning are good overall and much is very good. It is good for pupils under the age of 5 (the Foundation Stage) and for 7-9 year olds, and it is very good for 5-7 year olds.

Main strengths and weaknesses

- The wide range of oral work in lessons is very effective in developing literacy skills and in heightening pupils' involvement in tasks
- Very good use is made of pupils' experiences in lesson plans and discussions and this is leading to pupils focusing well and enjoying their lessons
- Lessons are very well-structured and well-organised, with tasks and resources that enable pupils to learn well
- Rigorous and effective teaching of basic spelling, punctuation, grammar and numeracy skills is providing a good foundation for pupils as they move through school
- Pupils' assessments and targets are not sufficiently taken into account when planning work

Commentary

15. Although teaching is good overall, there is some very good teaching taking place for all year groups at each key stage. Teaching in Key Stage 1 is slightly stronger because more lessons contain a wide variety of activities and consequently engage the pupils more in their learning. Teaching is consistently good and each teacher has considerable expertise. No unsatisfactory lessons were observed during the inspection.
16. There is a dedicated, hard-working and talented team of teachers who make their lessons enjoyable, but also have high expectations of pupils. The range and quality of oral work taking place in lessons is very good. This is making a major contribution to tackling the weaknesses in speaking and listening skills of many pupils when they join the school. A

good example was a Y1/2 PSHE lesson where pupils acted out a small role play, discussed issues in pairs, and took part in a hot seating exercise where they answered questions in role. In most lessons there is some small group and paired work.

17. From the Foundation Stage onwards, teachers use the lives and interests of the children very well in discussions and the choice of tasks set and this is enhancing the concentration of pupils and the quality of their work. For example, in one history lesson on toys the starting point was a questionnaire on toys and games that their parents and grandparents had completed. When some of the toys and games were read out several children gasped with excitement as they recognised them. Teachers plan lessons in detail and provide well for the different needs of the pupils in mixed-age classes. The basic skills of reading and writing are taught very effectively. Teachers provide a good grounding in the sounds of letters to help pupils with their spelling and writing and there is constant and effective attention to spelling and punctuation. Similarly, in mathematics lessons teachers are sharply focused on developing basic number skills. Teachers have very good classroom management skills: lessons are purposeful and positive, and misdemeanours are tackled with calm authority. There are no significant weaknesses in teaching, though the occasional lesson is a little too teacher-dominated and occasionally opportunities for using the computer and visual aids are missed.
18. Assessment is satisfactory overall. The marking of work is rigorous and pupils have a clear idea about how they can improve. A particular strength is the half-termly self-assessments undertaken by pupils where they decide if they have met their targets. The links with the pre-school group, Bacton Under-Fives, result in a good knowledge of individual pupils' standards and needs before they start in reception. Teachers are setting targets for individual pupils and have records of pupils' attainment in the National Curriculum. Targets and assessment data, however, are not referred to enough when planning work for different ability groups in lessons.
19. The teaching of pupils with special educational needs is very good, with structured support for writing a regular feature, as well as considered and effective use of learning support assistants. Where pupils are withdrawn by assistants, the work is carefully planned by the special educational needs coordinator or class teacher and teaching is effective. More able pupils are taught effectively. They are targeted with more difficult questions and extension work is nearly always set for them in lessons.
20. The strongest teaching is in mathematics where it is lively and rigorous. English teaching is good overall and very good at Key Stage 1 where a wide range of exciting activities are provided for pupils. No teaching in science was taking place during the inspection. There is very good teaching of personal, social and health education (PSHE), history and PE, although the sample observed was very small. The least effective lessons were in ICT where both lessons observed were satisfactory. The pace of learning in these lessons is being affected by unreliable equipment.
21. Pupils respond well to teachers' high expectations. They work hard in lessons and they apply themselves well to task set. It is very rare for a pupil to move off task when working independently. As a result of the high expectations of teachers and their consistency in dealing with misbehaviour, classroom routines are understood very well by pupils. This enables teachers to take risks and keep order during small group work and role play.
22. Teaching has improved for the reception and Key Stage 1 pupils since the last inspection and it has remained good for Key Stage 2 pupils.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	9	4	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

As at the last inspection, the school provides a good curriculum. The good range of activities outside lessons contributes well to pupils' learning. A stable, committed staff and very good accommodation support learning effectively.

Main strengths

- The curriculum for pupils with special educational needs is carefully planned in lessons and in withdrawal groups
- An experienced and stable group of teachers and teaching assistants is making a major contribution to the good behaviour and achievement
- Recent alterations to the buildings have improved the learning environment and the accommodation is very well maintained
- Very good provision for personal, social and health education helps pupils to work well together
- All pupils are very well prepared for moving into Year 1 from reception and their next school

Commentary

23. The school makes good provision for the needs of all pupils. Improvements in the Foundation Stage curriculum and the establishment of an early years garden ensure that younger pupils have access to all six areas of learning. The planning of lessons takes account of pupils' differing needs by providing extension activities for the most able and support for pupils with special educational needs.
24. The school provides a broad curriculum in which the blending of subjects has enhanced pupils' learning experiences. Statutory requirements are in place and the curriculum has been planned carefully to ensure that sufficient time is allocated to each subject. The combination of art and design and technology with literacy in studying a book such as "The Hungry Caterpillar" has enlivened teaching. The school has successfully adapted the curriculum for pupils in mixed-age classes by adopting a two year rolling programme for the teaching and assessment of most subjects. This is effective in history, geography and RE but needs refinement in science as some areas are not covered sufficiently. An activity called "Brain Gym" is well-used to develop pupils' concentration.
25. There is a good focus on teaching the core skills, with English, mathematics, science and ICT each being taught as separate subjects. The work planned throughout the school for these subjects is rigorous and it is well informed by national guidance. There is a good focus on developing basic reading and writing skills such as phonics, spelling and punctuation in the English curriculum. Similarly in mathematics there is a strong focus on numeracy skills.
26. Provision for special educational needs is very good. The provision for pupils in lessons is rigorous, as teachers match work carefully to the needs of pupils. In each class pupils with the most need are withdrawn for some time during the week and are provided with a well-targeted curriculum based on their needs. Additional support is provided for pupils with special educational needs through the national Primary Strategy's support programmes in

Year 1 and Year 3, and through the Rainbow Group aimed at developing pupils' social skills and self-esteem.

27. Parents and pupils are very positive about the range of opportunities on offer. The school provides older pupils with good opportunities for enrichment through a range of lunch time and after school clubs, such football and French conversation. The gym club is of particularly high quality. A trip to an Anglo-Saxon farm this year led to some high quality history work. Creative work is well-catered for. Recently a potter came to the school and worked with pupils to produce some well-made tiles, which are on display, and an artist designed stained-glass windows with pupils.
28. The regular teaching of a very good programme of personal, social and health education gives pupils support in developing their personal skills and their understanding of how they can contribute to living in a community. The programme is rigorously planned and it is taught as a separate subject. Through this programme, and good liaison with Bacton Middle School and Bacton Under – Fives group, pupils develop self esteem and good social skills which enable them to confidently move to new classes and on to their next school.
29. Staffing in the school is very stable. The pupils' learning benefits from experienced staff who bring considerable expertise and commitment to their teaching. Skilled teaching assistants are well- deployed and used very effectively to support learning in the classroom or through small group withdrawal. There is very good provision of teacher assistants, with six allocated to the five classes.
30. The recent improvements to the accommodation have enabled a more effective use of space by re-siting the library to be at the hub of the learning environment and by establishing the red room for use by the Rainbow Group. The new extension houses classrooms which provide stimulating and well-maintained accommodation and a suitable environment for Foundation Stage to work and play, with access to the outside. Resources are generally good but the unreliability of equipment in the computer suite has an effect upon the standards attained in ICT. The school has joined the LEA support scheme for ICT resources and has committed money to improving the quality of resources available.

Care, guidance and support

The care, guidance and support arrangements are very good. Pupils are taught in an environment where their health and safety, security and general wellbeing are a high priority. Parents and pupils recognise and value this.

Main strengths

- Induction is very good, in particular from the Bacton Under-Fives
- Provision for special educational needs is based on regular and effective monitoring
- There is good provision for dealing with first aid and the administration of medicines

Commentary

31. Parents see this area as a strength and pupils feel safe and happy in the school. The school has successfully devoted considerable time and effort to creating a very caring, supportive atmosphere which is focused on each child's needs. A wide range of training has been provided for staff and they are knowledgeable about key areas such as first aid, safety in swimming sessions, the use of fire equipment and child protection issues. The induction of new pupils is particularly good, with excellent links with Bacton Under-fives who use a separate, old school classroom on the site. Children starting outside the normal pattern of admissions are well provided for.

32. Health and safety was subject to an external audit recently and the school's policies received high praise. Any immediate concerns are rectified straight away. Risk assessments for all school trips are well-documented and the value of a reconnaissance visit has been recognised. Arrangements for first aid, and the issue of medicines are well-handled and kept up to date at all times. Records of pupils' progress and any concerns are documented in an efficient but confidential way. Statutory Child Protection arrangements are in place.
33. There are good arrangements for tracking the academic progress of pupils, with a record kept for each pupil of National Curriculum levels attained and also predictions for attainment by the end of the year. The personal development of all pupils is also carefully monitored through the new PSHE programme which is making a major contribution to supporting and guided pupils with their personal concerns.
34. Pupils are encouraged to have a healthy balanced diet and this shown through the snacks eaten at break time and in some lunch boxes. Further work in this area is planned by the school.

Partnership with parents, other schools and the community

The school's links with parents and other schools are good. Community links, which are satisfactory, are not used sufficiently by the school, for example to support citizenship and other areas of the curriculum.

Main strengths

- Transfer arrangements from the pre-school group on site and to the middle school are very good
- A wide range of initiatives, with some success, have been undertaken to involve parents in their children's learning
- School reports are informative and valued by parents
- The use of the community to support learning is not planned strategically
- Good use of fund-raising by pupils for good causes in UK and beyond

Commentary

35. The relationship with Bacton Under-Fives is very good. They have recently relocated to a smaller sized building – one of the old classrooms separated from the main school. This relationship provides for an excellent transition into the reception class. There are close discussions about the needs of individual pupils between under-fives and school staff and this is leading to a curriculum well-matched to the pupils' interests and needs and good baseline information on each pupil. The transfer of pupils into the Middle school works very well, with events taking place throughout the year, not just in the summer term. It is supported by discussion and a sharing of resources in Key Stage 2. Links with other partner schools have been developed in recent years, with the focus on Year 2 sports events and key staff exchanging views and experiences.
36. The school has identified the need to involve parents more in their children's learning as a key priority and has adopted a wide range of useful strategies. These include hosting two six week Suffolk Family Learning courses this year. Although the participation levels for these courses on literacy and numeracy were relatively low, further programmes are planned. There have also been parents' workshops in PSHE and literacy and very useful twice annually parent induction meetings for parents of new pupils to familiarise them with the school and its expectations.

37. A recent questionnaire identified that parents were largely happy with annual reports on their children's progress and the reports seen were clear and helpful. Parents are also happy with the termly consultation meetings to discuss their children's progress. General communication with parents – for example weekly newsletters and the Annual Governors' Report - are well written and informative.
38. Parents and the local community enjoy their links with the school – harvest goods are distributed to the local women's refuge, gym club displays and Christmas events are very popular. The local church magazine has a regular feature on what is happening in school. Fund raising by the pupils raises a significant amount each year. The Friends of Bacton CP School are very effective in their efforts to buy extra resources for the school, as illustrated by the equipment and facilities the school enjoys. The use of the community to support the curriculum, for example in areas such as citizenship, has not been strategically planned and this is leading to missed opportunities.
39. Partnerships were good at the last inspection and, overall, they remain good.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The leadership of the head teacher and of other members of staff with responsibilities is good. Governance is satisfactory overall. Governors are supportive but they do not have a sufficiently clear overview of the school's performance and do not challenge decisions enough.

Main strengths and weaknesses

- The headteacher's good leadership sustains the stable and happy ethos of the school and has addressed successfully all issues from the last inspection
- Since the last inspection, good leadership by key staff has improved standards
- Assessment data is not being used effectively enough to provide governors and the senior management team with an overview of standards and achievement of pupils in subjects
- The management of provision for pupils with special educational needs is very good
- Governors do not have a clear enough view of the school's weaknesses and do not challenge the school effectively enough on decisions that are made
- Improve the quality of the school improvement plan and subject leader plans so that they address identified areas of weakness with specific actions

Commentary

40. Parents see the leadership of the school as a strength and they are right to think that it is professionally run. Since her appointment four years ago, the head teacher has gained the respect of staff and parents and has worked effectively so as to address issues arising from the previous inspection. She has been particularly effective in improving the behaviour of pupils and in creating stability within the school by appointing experienced staff whose loyalty and professionalism is without question. She helped staff very effectively to gain extra skills through training which has ensured that the high standards within the school have been maintained. Members of staff are supported well in their professional development to enable them to achieve their full potential. This helps to explain why this is such a happy school and why staff support each other well.
41. More could be done in developing the leadership and management qualities of subject co-ordinators, particularly their skills in strategic and budget planning and evaluation. Subject coordinators do, however, present cases when they think that their subjects need more money than the basic amount allocated.

42. Management is good overall, although there are some areas in need of development. The school is organised efficiently. Essential functions are covered well and procedures are not unduly bureaucratic. All staff are clear about their roles and responsibilities and personal objectives and work very hard to achieve them. There are comprehensive files for subject co-ordinators, which are an invaluable resource for planning teaching and learning in each subject. Target setting and the monitoring of achievement are established for individual pupils and a good tracking system has recently been put in place. Data is now available on the levels of attainment of the pupils in each class and also what their predicted attainment is at the end of the year. There is not yet a clear overview of standards and rates of progress in most subjects but this tracking system will enable this to happen easily.
43. Subject action plans are variable in quality and overall do not sufficiently address areas of weakness identified by audits. The better ones identify areas of weakness and set targets to raise attainment. For example, in mathematics, effective monitoring of pupils in Year 3 showed that standards were lower than in other years. Plans have therefore been made to correct this. This is why standards in mathematics are better than in other subjects. The school improvement plan does not focus clearly enough on the raising of standards nor are there strong links made with the action plans that are written by the subject co-ordinators. It is therefore difficult to monitor whole school development accurately so as to form a strategic view on school improvement.
44. The school conducts a rigorous annual self-evaluation of how well it has done, using national guidance and criteria well. Judgements made are accurate and are backed up by evidence.
45. The leadership and management of provision for pupils with special educational needs are very good. The subject is very efficiently coordinated with the needs of pupils identified quickly and clearly. There are very good individual education plans in place which provide clear and specific targets and activities for pupils. The Code of Practice is being followed well. Class teachers have detailed records of the pupils with special educational needs, with particularly useful profiles of all pupils on action plus. The special educational needs action plan is very rigorous. Very good data is available on the progress of pupils with special educational needs but this has not been collated and analysed for the audit.
46. New staff have been inducted well and have been given ample opportunities for further professional training and in its turn the school provides places for students. The workload of staff is heavy as this is a small school but this is managed well. The teaching assistants are deployed well to make best use of their skills.
47. The governing body takes a good level of interest in the school's work. It is suitably organised and is supportive of the school. It is led satisfactorily and fulfils its statutory duties. It has a satisfactory understanding of the schools strengths but largely relies on the senior management team for development initiatives. It is not yet at a stage where it brings forward areas for development on the school improvement plan or questions the school's work incisively. Members visit the school but they like to be guided by the head teacher on the areas of focus of the visits. They are not yet at a stage where members challenge what is happening sufficiently so that the school has to justify the decisions it makes.
48. The school's budget is managed effectively. All income to the school is used for its correct delegated purposes. Finances are managed well to retain the very good level of staffing. The school evaluates its spending to ensure that there are sufficient funds to maintain the number of teaching assistants for each class. Day-to-day finances are managed well by the office staff in consultation with the head teacher and the governors' finance committee.

There was a large surplus from the 2003/4 budget but this was largely earmarked for specific purposes and there is a small projected surplus for 2004/5.

Financial information for the Year April 2003 to March 2004

Income and expenditure (£)	
Total income	353,986
Total expenditure	380,456
Expenditure per pupil	2,777

Balances (£)	
Balance from previous year	46,654
Balance carried forward to the next	20,184

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is good overall. Good teaching leads to good achievement so that children successfully build upon their existing skills and acquire new ones. Attainment on entry to the school is average overall but varies with each cohort. The current eight children in the Foundation Stage entered with good mathematical skills but below average listening skills. All these children are on course to meet the Early Learning Goals in all areas and exceed them in mathematics and personal, social and emotional development at the end of the year. A close liaison with Bacton Under-Fives contributes to very good assessments of learning which are well-used to identify children's future needs. The process for identifying children with special educational needs is good because observational assessments of how children progress and what they can do, are thorough. The very good improvements to the Foundation Stage since the last inspection result from very good leadership which has led to improvements in the quality of curriculum planning, assessment and teaching.

Personal, social and emotional development

Provision for personal, social and emotional development is very good.

Main strengths

- The high focus on personal, social and emotional development is successful in developing independent and enthusiastic learners
- Very good familiarisation procedures for pupils joining and leaving the class develop confidence
- There is a good use of visual aids which embeds learning and promotes children's independence
- Planned partnered work develops cooperation and the speaking and listening skills which some pupils lack on joining the school

Commentary

49. Children's achievement in developing personal and social skills has improved since the last inspection and is now very good. They settle quickly into school and form good, trusting relationships with adults because there is a very good induction process. This includes a parent workshop on developing personal, social and emotional skills and the completion of a personal booklet, "About Me", which introduces the child to the class. An appropriate emphasis is placed upon this area of learning through planning for partner and collaborative work. A weekly session which specifically focuses upon issues such as responsibilities, develops understanding of right and wrong through following the class rules. Very good teaching takes account of children's below average listening skills, on entry, by planning short, well-paced, interactive whole class sessions. The use of the visual activity board reinforces what the teacher has said and develops children's independence in making choices. Children sit and listen well and are encouraged to complete tasks and tidy away. Children know and accept the rules and routines because they are consistently applied.

Communication, language and literacy

Provision for communication, language and literacy is good.

Main strengths and weaknesses

- Phonics sessions are effectively taught, using active and practical approaches to reinforce learning
- Good opportunities for guided and informal writing successfully develop children's independent writing skills
- Teaching assistants are well-used to support learning through approaches which engage children's interest
- The organisation of groups of children for independent work during reading sessions is not always effective
- Comments in reading diaries develop parents' abilities to support their children in learning to read.

Commentary

50. Achievement in communication, language and literacy is good because the good teaching takes into account the way children learn best. This represents a very good improvement since the last inspection when reading and writing skills were considered under-developed. Parents are encouraged to be involved in helping their children to read through the effective use of reading diaries which develop a dialogue with parents about their child's next step in learning. Reading is taught in class through practice in reading high frequency words from the word wall and phonics. Phonics is taught through short, well-paced whole class sessions which involve children in listening, practising forming the sound in their mouths, watching the way in which a letter shape is formed and "sky writing". This reinforces previous learning and develops the children's ability to hear initial sounds such as "ch" and to relate them to letters. Teaching assistants support learning well by helping children to reinforce their learning by practising saying the sound, tracing letters in the sand and writing words or painting pictures of objects which start with the focus sound. The organisation of groups of children during independent activities does not always take sufficient account of the fact that some children have difficulty in remaining on task when working independently. All children demonstrate an increasing confidence in writing independently to record what they have done or understand. Children writing labels for items in the charity shop could write words such as "bag", "pot" and "dog" by hearing and writing the individual sounds. The informal opportunities, such as making a celebratory card or writing lists and instructions for members of the three bears' family during role play, help children to see the relevance of learning to write and so they try hard to achieve.

Mathematical development

Provision for mathematics is very good.

Main strengths

- Very good teaching uses "real life" situations to develop mathematical ideas to solve practical problems
- Mathematical skills are consistently and continuously reinforced and this is providing the foundation for the very good standards achieved in mathematics later in the school
- Teaching assistants are effectively used to extend more able children
- Visual displays are well-used as a learning resource

Commentary

51. Children enter school, mainly from Bacton Under-Fives, with a sound understanding of counting. The good use of assessment opportunities ensures that children's developing learning is recognised and appropriately planned. Children enjoy mathematics and achieve very well because mathematical skills are continuously reinforced through singing and incidental opportunities for children to talk "mathematically". Child-chosen activities include imaginative counting reinforcement games. The very good questioning and general teaching style develops self esteem and challenges children to succeed. At this early stage in the term children can apply mathematical ideas to problem solving situations such as sorting, counting and boxing Tom's toys. Children work in partners to guess and write, on whiteboards, the number of toys they estimate are in each category. When children want to express their estimate in numerals the teacher demonstrates self help techniques by using the number line and number square. After counting and checking their estimate, children correctly identify the most appropriately sized box and write the numeral on the box lid. In this way many aspects of mathematical thinking are developed simultaneously. The use of Tom the puppet's toys and family situations make the learning scenarios real. The outside area is well used to reinforce collaboration and counting skills when sorting and grouping PE equipment. A number of more able children working with an experienced and effective teaching assistant understand the concept of addition and can record their results.

Knowledge and understanding of the world

Provision for knowledge and understanding of the world is good.

Main strengths and weaknesses

- Learning is developed and embedded well through a practical, multi-sensory approach
- Good questioning by teachers develops the children's understanding and their curiosity
- Specific scientific vocabulary is used well and is challenging pupils
- Children have limited access to robotic toys and this restricts their learning of ICT

Commentary

52. Children achieve well because the good teaching makes appropriate links with previous learning and introduces specific scientific vocabulary such as "migrate" and "hibernate" when discussing nature's response to the changing seasons. During the making of bird cake, the teacher's good questioning evoked curiosity in the natural world and stimulated the children to explore materials through all their senses to notice the way in which materials change. Children are arranged to work in pairs so that they develop cooperation and extend their speaking and listening skills when carrying out practical tasks. They were able to discuss their ingredients for the cake and use appropriate language to describe the changes to the heated fat with phrases such as "it is disappearing", "it floats now". The use of the outside area is incorporated into planning so that children have many opportunities to develop their observational skills when looking for birds visiting the bird table, using magnifiers to examine plants or finding insects. Topics related to themselves and special occasions develop historical and geographic skills. Children have limited access to robotic toys to support their understanding of ICT. They use computers confidently and can print their own work.

Physical development

53. No judgement about provision for physical development has been made because no lessons were seen and the outside area was not widely used by the children due to the weather.

54. There are planned opportunities for children to exercise their bodies through regular PE lessons. Children have access to an attractive outside area which contains equipment to develop an awareness of space, improve coordination through wheeled toys and develop throwing and catching skills and balancing on stilts. There are good opportunities to develop finer muscle control through tracing and drawing round templates, the use of scissors and writing and painting.

Creative development

Provision for creative development is good.

Main strengths and weaknesses

- Creative activities are interwoven into all areas of learning
- The focus on using children's senses is making teaching more effective
- The programme for personal, social and emotional development helps children to express their ideas and feelings
- The limited space within the classroom inhibits children's ability to express ideas through movement

Commentary

55. Children's achievement is good because they have planned experiences which support their ability to discover and explore through their senses and a range of materials. Creativity is interwoven into all areas of learning so that children can draw upon these experiences to develop their imagination. They have explored colour and texture through a variety of media such as finger painting, chalk, straw and play dough for making birds and bird nests and bricks for constructing roadways and tunnels. The well-used role play area and personal, social and emotional education programme help children to express their ideas and feelings through play, drawing and modelling. Children enjoy singing and have opportunities for listening to music. There is a music tree outside for making music but there is limited space in the classroom for moving to music.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is good.

Main strengths and weaknesses

- Pupils make very good progress in writing in a range of styles and reading different types of text
- Teachers make very good provision for oral work and this is extending pupils' vocabulary and promoting more engagement in written tasks
- Pupils with special educational needs achieve very well because of the good grounding they get in basic reading and writing skills and because of the good support provided by teacher assistants
- A wide variety of activities in lessons is engaging pupils' interest in work and developing a range of skills, particularly at Key Stage 1
- The assessments of pupils, and their targets, are not sufficiently used in lessons when planning work

Commentary

56. Standards in English are above the national average, despite the significant proportion of pupils with special educational needs. In the 2004 end of Key Stage 1 tests in reading they were well above the national average and in writing they were above. In recent years, standards have generally been above the national average and generally stronger in writing than reading. Teacher assessments and the work being produced by the current Year 2 indicate that the pattern of above average attainment will continue. By the end of Year 4 standards remain above average. The 9+ reading tests set by the County show pupils to have achieved above the County average in 2004.
57. Taking into account the average standards of the pupils on entry, the pupils achieve very well in English by the end of Key Stage 1, and well by the end of Year 4 when they leave the school. Achievement is better by Year 2 because of the rapid gains made in pupils' speaking and listening skills. The 2004 test results were in line with schools with similar pupil eligibility for free school meals but this does not take into account that the school's proportion of pupils with special educational needs is close to the national average. The County value-added data for the Year 4 reading tests shows pupils to have exceeded predictions in 2004. Pupils are achieving well in lessons. Particular strengths of pupils at Key Stage 1 and 2 are: their ability to write in a range of styles and read a range of texts; their oral work, especially small group work and role play; the effective use of a range of

strategies, such as phonics, in reading challenging words and texts; accuracy in spelling, punctuation and grammar; and imaginative writing. Pupils in Key Stage 1 are slow to join up writing and at Key Stage 2 they are weakest at thinking beyond the literal when they read. More able pupils achieve well and those with special educational needs achieve very well.

58. The quality of teaching is good overall, with many strengths. It is very good at Key Stage 1 where there is a slighter broader range of activities set, particularly relating to oral work, and good at Key Stage 2. Teachers make very good provision for speaking and listening activities and achieve a very good balance in lessons between speaking and listening, reading and writing. They encourage pupils to talk about their own experiences before writing and make observations about their own lives. This is not only developing the pupils' ability to talk, which many need, but also engaging them more in the tasks set. Linked to this is the good range of activities that is provided in all lessons which are again engaging the interest of pupils and deepening their learning. In one typical Year 1/2 lesson, as well as reading and writing tasks, the pupils engaged in group work, paired work and drama. Valuable opportunities are provided for pupils to write for different audiences, with real end products, such as real and imagined diaries and whole class poetry anthologies. Teachers pay rigorous attention to accuracy in writing and they have good expertise in teaching pupils how to use the sounds of letters to read words. Teachers have very good classroom management skills. Not enough use is made of pupils' attainment in the National Curriculum levels and their targets when teachers plan work. In a minority of lessons, there could have been a wider use of ICT and visual aids lessons to stimulate interest. The quality of the contributions in pupils' diaries varies and comments from teachers and teacher assistants are not sufficiently precise.
59. The leadership and management of English are both good. The focus on reading this year in the action plan has been very effective and is leading to considerable improvements. Lack of parental support has been rightly identified as an issue and the school has devised a range of valuable strategies to tackle it, including literacy workshops. A good range of training has been provided for staff, with the training in small group, teacher-led guided reading leading to an improvement in reading standards. A good range of data on pupils' progress in English is available but it has not yet been analysed to establish clear strengths and weaknesses in different aspects of the subject and in different year groups. Standards, teaching and leadership have all improved since the previous inspection.

Language and literacy across the curriculum

60. There is good provision for developing language and literacy in other subjects of the curriculum. Clear guidance is provided for pupils on their written tasks and there is good provision for oral work. Careful attention is taken by teachers to explain and consolidate understanding of subject-specific vocabulary. Key words related to time were on display in classrooms and referred to in a history lesson observed. Art is used well to support pupils' literacy and ICT. Pupils have written poetry to express their delight in using mixed media. For example, one pupil wrote:
- "It's messy and it's fun,
It's colourful and bright,
We stick and glue,
It's easy to do!"

MATHEMATICS

Provision in mathematics is very good.

Main strengths and weaknesses

- Lively and challenging teaching is leading to very good achievement
- Leadership and management of the subject are very good
- The development of pupils' mathematical skills through other subjects is not planned systematically enough

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Commentary

61. By Year 2 and Year 4, pupils attain well above average standards, and achieve very well. The standards are higher compared with the last inspection due to the better quality of teaching. Lesson plans now build more effectively on skills previously learnt and makes lessons more challenging and interesting for the pupils. As a result the pupils' behaviour during lessons has improved and all pupils are keen and interested to learn. Very good planning for pupils with special educational needs means they achieve very well so that virtually all pupils attain average standards at the end of Year 2 and Year 4.
62. The quality of teaching is very good overall. Pupils enjoy mathematics and try very hard during the lessons. The better lessons seen were in Years 1 and 2. Here teaching shows an innovative approach that makes learning fun and excites pupils so that they are alert and eager to learn. Pupils are then given opportunities to make choices and plan their work independently. For example, in a Year 1 / 2 class the pupils were taught very effectively how to solve mathematical problems through role-play. One pupil was given three books and asked to borrow two more from his friend. Both pupils were then asked to calculate how many books each had and which pupil had the most. The pupils quickly worked out the answer by counting the books they had left and comparing their results. They made very good progress in their understanding of 'more than' and 'less than'. After this, the class were given more problems to solve. The teacher told the pupils to choose the questions they thought to be the easiest first. This gave pupils the opportunity to plan their work independently and as a result all pupils made a quick and confident start. They were not held back struggling with problems they could not do. In some lessons in the older classes opportunities were missed for pupils to work independently because the teacher directed the lessons too much. This prevented pupils making choices about what they needed to do so as to improve. Therefore when pupils had finished working they would wait to rely on the teacher for instructions rather than having the confidence to work on their own. The school has identified this as an area to improve in its action plan.
63. Teachers' planning demonstrates a very good understanding of the needs of all pupils. This results in very effective procedures for checking pupils' progress. Most lessons end with pupils showing the teacher how well they have understood the lesson by using a 'thumbs up' or 'thumbs down' system. This alerts the teacher to those pupils who have experienced difficulties. Marking of pupils work is central to the school's success in raising standards. All work is thoroughly marked and errors are indicated by a red dot placed next to an incorrect answer. At the beginning of each lesson pupils check their work and time is spent correcting misconceptions. Planning work for teacher assistants is also a strength. As many assistants work regularly in different classes, plans made by the teacher ensure they clearly understand which groups of pupils to work with and the skills to be taught. They work very well with pupils with special educational needs giving additional support, enabling pupils to move on to the next level of attainment. Homework is used well to support learning further. The work set is carefully planned for individual pupil's needs and as a result pupils are able to consolidate work carried out during the lessons at home.
64. Leadership and management are very good and have been crucial in the raising of standards. Analysis of statutory and optional tests identifies areas of the curriculum that need more work and groups of pupils that are not achieving well enough. For example,

recent analyses showed weaknesses in the teaching of written calculations in some classes. Further training was given and as a result of this standards improved. The profile of the subject has been raised by the weekly "maths challenge" held with prizes given out in assemblies each week. The school has recently held participated in a successful parents' workshop where both children and their parents take part in mathematical activities. Standards and provision for mathematics have improved since the last inspection.

Mathematics across the curriculum

65. Pupils use and apply their mathematical skills satisfactorily in their work in other subjects. For example, pupils use their numeracy skills when recording their results in graphs and tables in science. ICT is used in the teaching of numeracy and computers are used in mathematics, such as the use of simulations to carry out calculations. There are some good examples of using repeated patterns in art. The use and development of pupils' mathematical skills in other subjects is not planned systematically enough so that it makes a strong contribution to extending their ability.

SCIENCE

66. No overall judgement on provision for science has been made because no teaching of the subject was seen during the inspection. The judgements made are based upon interviews with some pupils from each class, scrutinising pupils' work and the examination of the school's subject documentation.
67. Results based upon Key Stage 1 teacher assessments in 2004 indicate that the number of pupils achieving the expected Level 2 is well above the national average. This represents very good achievement for pupils with special educational needs. The high achievement by pupils with special educational needs is facilitated by the use of adults to scribe for them so that their ability to express their knowledge and understanding is not inhibited by their lack of literacy skills. Results show that there have been good improvements since the last inspection as the number of pupils achieving the higher Level 3 is now in line with the national average. There is a variation in achievement at level 3 in aspects of the science curriculum from year to year. The achievement pattern reflects the most recent areas of study in the "rolling programme" of topic coverage. The achievement of more able pupils is affected by this rolling programme for science. Topics of study which are taught in one year are not re-visited in the next year. Therefore more able pupils do not get access to the depth of study which would enable them to achieve the higher level in those aspects.
68. Standards in the work seen are better than expected for pupils' ages. Investigational skills are good because teaching through scientific enquiry has a high profile and pupils have a good understanding of predicting and "fair testing". Skills in recording the results of investigations in a variety of ways, of their own choosing, are under-developed. Standards in the study of materials are lower than other aspects because this aspect is not studied in sufficient depth. There is some variation in overall standards in the two older classes. This is attributable to the use of worksheets in one class which limit pupils' achievement because the standard format does not always give opportunities for pupils to develop the ability to follow their own lines of enquiry.
69. Pupils' achievement in the current work seen is good overall. All age groups have a good understanding of plants and living processes. Pupils talk very enthusiastically about investigations and enjoy the practical, exploratory approach to developing their understanding. For example, children from older classes clearly described their investigations into the conditions in which plants grow best. Through talking about similarities and differences between plants and humans and the plant's ability to give out

the oxygen which humans need, they drew appropriate conclusions about the need to establish environmental balance. They could not identify carbon dioxide as the gas which humans breathe out. A lack of use of scientific vocabulary when talking about aspects of science is common to all pupils, when discussing their work. Learning is enhanced by attendance at science days and fairs and through the use of the outside environment, such as through a visit to the allotment to examine differences in soils during a study of rocks and soils.

70. The management of science is good because there have been good improvements in the areas highlighted in the previous inspection. There is a lack of rigour in the use of assessment data to identify future areas for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

71. No judgements have been made on provision or the quality of teaching and learning overall as only two lessons were seen. Judgements made on standards have been made after scrutinising pupils' work, observing them working independently during lessons and talking to teachers and pupils.
72. Leadership and management of the subject are sound. Despite increasing demands of managing many subjects in a small school, standards have been maintained and resources have been improved since the last inspection. All teaching staff have received training and are more confident in teaching the subject. An ICT suite has been developed that enables all pupils to be taught the necessary skills. Although the suite can only take half of a class at a time all pupils have a taught lesson each week and a partition enables the other half of the class to be taught in the next room. Skills can be further developed on the computers in the classrooms although limited use was made of these during the lessons observed. Pupils have consistent teaching with good use of teaching assistants. This enables them to develop their skills in a systematic way. Pupils' progress is being monitored but the assessments made are not rigorous enough to provide an overview of standards. Therefore it is difficult to identify the strengths and weaknesses in teaching and learning. Recent analysis has shown that pupils without access to computers at home make less progress but no action has been taken to address this issue and opportunities have been lost to raise achievement of these pupils.
73. By the end of Year 2, pupils reach the expected standards and their achievement is satisfactory. Year 4 pupils are also working at a level that is in line with expectations, and their achievement is also satisfactory. Some pupils who do not have access to computers at home are working below this level. Different levels of work are often set for pupils of special educational needs and this ensures they make satisfactory progress. Few pupils attain standards above the expected levels as tasks are rarely open-ended and progress is limited. As a result the more able are insufficiently challenged to be able to reach their full potential.
74. Teaching was satisfactory in the two lessons seen, with some good features. During lessons teachers and teaching assistants give pupils good support; instructions and explanations are clear so that pupils know what to do next. Good use is made of the data projector to demonstrate to the class. For example, a teacher in a Year 4 class used the projector well to explain how to edit text, as a result pupils worked confidently and accurately during the lesson. In both of the lessons seen higher-attaining pupils' were kept waiting when they had finished the tasks for others to finish and opportunities were lost for them to further develop their skills. Pupils have good attitudes to learning and look forward to the lessons.

Information and communication technology across the curriculum

75. The use and development of pupils ICT skills in other subjects is satisfactory overall. Most ICT lessons are taught using content from other subjects, such as science and numeracy when collecting data on pupils' eye colour and presenting findings in a bar chart or block graph. Year 4 pupils have combined text and graphics when creating invitations to parties and other events, which is developing their literacy skills. In their artwork pupils have used the straight-line tool to model pictures based upon the work of Mondrian. Planning is better focussed upon developing skills through other subjects in Years 1 and 2 but it is not so secure in Years 3 and 4.

HUMANITIES

76. Two lessons were observed in history, only one in religious education and none in geography because the humanities were not a focus for this inspection. As a result, it is not possible to make judgements about overall provision in any of these subjects. Pupils' work from the current year was available, however, which allowed some judgements to be made about standards and the quality of the curriculum. Inspectors also examined teachers' planning and talked to teachers and pupils.
77. There was insufficient work available to judge standards in **geography**.
78. In geography, work is blended with history and religious education to give more cohesion to the teaching of younger classes, but the subjects are 'blocked' in the younger classes. Links are made with literacy and art where appropriate. For example, while studying the local area younger pupils made sketches of the church, and older pupils developed literacy skills through writing letters to a school in Peru, which is a focus for fund raising, an aspect of citizenship. The topic of water combines scientific and geographic information so that pupils can see how areas of learning interlink.
79. The curriculum is well balanced and planned to cover all aspects of the subject. Through visits to the local area to study the church, pond and field, younger pupils make connections between what they see and pictorial representations in the form of maps. They are developing a sound understanding of places and features. They begin to form opinions about their environment by discussing likes and dislikes and deciding on desirable improvements to places such as the playground. In the older classes, the knowledge of places is extended to the wider world, for example through the study of rivers and the changes which rivers bring to the land through which they flow. Pupils develop their understanding of the less privileged parts of the world through a comparative study of India, focusing on Chembakoli, where they compare Adivasi School with Bacton School. Geography is enlivened by an Indian visitor who provides the pupils with first hand experiences of tasting Indian food, and trying different crafts.
80. In **history**, standards are better than expected for pupils' ages. Year 2 pupils' work shows a good grasp of some aspects of Norman England, including life in castles, and an increasing control of terminology such as 'motte and bailey' and 'battlements'. In a lesson observed, Year 2 pupils classified toys according to their age and provided some convincing evidence to justify decisions. Year 4 pupils show a good understanding of some of the main facts of the Anglo-Saxon period and the more able provide clear reasons for why the Saxons invaded Britain. The reference to timelines in lessons and in work shows that pupils are gaining a very good sense of chronology. In a Year 3 lesson, pupils had a good knowledge of Anglo-Saxon life and used evidence to support their views.
81. The teaching observed had a number of strengths. Teachers have high expectations, using and teaching some difficult subject terminology. In both lessons there was an emphasis on

practical activities which engaged the pupils' interest very effectively. There are excellent displays of history work in both classrooms. In the Year 1/2 lesson, pupils studied and classified toys, and in the other pupils wrote their own versions of Anglo-Saxon illuminated writing. In the Year 1/2 lesson, the study of the history of toys was brought to life by questionnaires parents and grandparents had completed and by the use of toys from different periods. The attention to precision in the use of words to describe the toys was very effective in developing historical writing as well as the pupils' literacy skills. In the Year 3 lesson, learning to use evidence was developed very well by the teacher's constant insistence on the pupils providing evidence from the text book to support their views. History is well managed, with a good system for assessing pupils' progress. A useful action plan has ensured that a good range of resources are available.

82. In **religious education**, attainment in the work seen is in line with the expectations of the locally Agreed Syllabus.
83. The curriculum offers a good balance between religious knowledge and developing values and attitudes. The study of 'themes and schemes' about worship and celebration and self and others, links with Christianity, other religions and real life situations so that pupils can understand the relevance of this teaching to their everyday lives. The expertise of a core group of experienced teachers with considerable strength in teaching the Suffolk Scheme makes a valuable contribution to the subject.
84. Planning identifies a variety of strategies, which are used to enliven teaching and involve pupils in practical activities and discussion. For example, in the lesson seen, older pupils were discussing dilemmas and the way in which bad behaviour spoils the image of a person, as a vehicle to understanding the Christian beliefs of seeking to achieve perfection. In the younger classes, pupils respond to feelings about the natural world by writing a class poem about seasons. Good cross- curricular links are made with geography, music, personal and social education and literacy.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education

Deleted: .

85. Only two lessons were observed in physical education, one in music, but none in either art and design or design and technology. As a result, no judgements have been made about overall provision in any of these subjects, and this area of learning was not a focus during the inspection. Judgements have been made on standards in art and design and design technology based on a scrutiny of pupils' work and talking to pupils and teachers about their work.
86. Standards in **art and design** are much better than those expected for pupils' ages, both in Year 2 and Year 4. These high standards have been maintained since the last inspection. Pupils are given a wide range of media to work with. This excites them and makes them eager to learn. A good example of this is the 'mixed media' project. Work includes use of pencil, charcoal, pastel, printing, paint, clay, papier-mache, and textiles. An artist in residence and the work of famous artists broaden the pupils' artistic experiences very effectively. For example, a local potter worked with pupils in the school to make ceramic tile displays on various themes for walls in the playground and in the corridors. Each pupil in the school has made a tile for these displays. Pupils in Years 1 and 2 have been inspired to create abstract pictures using mixed media in the style of Mondrian and Kandinsky.
87. There are some eye-catching examples of where Year 1/2 pupils have created designs on a computer as a starting point for their work on collage. Sketchbooks are used to develop

observational drawing skills but are not always used consistently. The school is planning to address this issue.

88. Pupils' work in **design technology** shows standards that are as expected for pupils' ages by Year 2 and Year 4. Pupils who have special educational needs achieve well to reach a similar standard as other pupils. This is because the work is matched to their learning needs. Standards have been maintained since the last inspection. In Years 1 and 2, pupils make a sound start to their model making, getting an early feel for movement in their models. They make good, 'spooky pop-up cards', with slide mechanisms to produce movement once the card is opened. This technique is used well in other subjects like art and literacy. A colourful display in the Year 1/2 class depicting the 'Hungry Caterpillar' story is great fun to use. Pulling tags on the caterpillar's body will open it to show the food inside. By Year 4, pupils' designs are clear and well labelled. Year 4 pupils made some attractive photo frames and described the different materials they had chosen to make the frame support the pictures placed inside. Standards have been maintained since the last inspection. Further work is planned to develop the pupils' skills in evaluating their work, particularly in Years 3 and 4. Assessment of pupils' work is being developed to match completed work to levels of attainment in the National Curriculum so that progress can be evaluated clearly.
89. Since the last inspection, much has been done to develop teachers' confidence in teaching **music**. Training has been provided for staff and a new scheme of work is being used that is suited to the non-specialist teacher. The quality of teaching and learning in the lesson seen was good because it had a clear focus, which built on pupil' previous learning and was shared so that pupils understood what they had to learn. It focused on developing pupils' skills in continuing a beat during some percussion exercises. This is an area identified by the school, which needs improvement. Pupils enjoyed the activity and achieved a good standard. They were thrilled to listen to their simple tunes, which had been recorded; unfortunately there was no time for them to evaluate their work. Assessment of pupils' skills has yet to be developed but the school has made plans for this during the next year. Multicultural dance and musical activities have raised the profile of the subject. Since the last inspection, resources have been improved, although more chime bars and glockenspiels are needed to support lessons planned in Year 4.
90. In the two **physical education** lessons seen, very good planning ensured the needs of all pupils were met. Teachers got the pupils off to a good start with a vigorous warm up and ensured that pupils were clearly aware of the importance of preparing muscles for exercise. The teachers' very good relationships with pupils gave them the confidence to be adventurous with their moves and stretches and many excelled in creating balances of high quality. The very high expectations of the teachers ensured pupils achieved very well. At the end of both lessons pupils took pride in performing their sequences and were quick to identify what they liked in each other's work.
91. Pupils do well in swimming and all are able to swim 25 metres by the time they leave Year 4. This is above national expectations. This is due to the school teaching swimming regularly in the trainer pool in the school grounds during the summer months, in addition to pupils attending the local swimming baths. Specialist teaching of football, rugby and gymnastics is a strength. The clubs that are run after school give more opportunities for pupils to apply what they have learnt during the lessons. A very high standard of teaching was observed during the gymnastic club. The residential trip to Kingswood Activity Centre gives pupils very good experiences of climbing and orienteering. The scheme of work thoroughly covers all aspects of the subject and the school has identified more regular

assessment of skills as an area that needs development. Overall resources are good. This is an improvement since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. Personal, social and health education (PSHE), which includes citizenship, was not a focus subject during the inspection and insufficient evidence was available to make a judgement on provision. The two PSHE lessons observed during the inspection and work produced by pupils indicate that they are achieving very well.
93. The subject is given discrete teaching time and all pupils are keeping their work in designated folders. A considerable amount of work has been produced in folders and it is well-organised and perceptive. Pupils have very good knowledge of rules and why they are needed. Year 2 pupils' work shows they understood rules for crossing the road and when and how to use the emergency services. Their writing showed they knew why there was a school uniform. The pupils showed a good grasp of the reasons why parents sometimes become upset and how people behave when they are angry with each other. Year 4 pupils have a more sophisticated grasp of rules and showed a good understanding in their work of the need for rules and, specifically, the Country Code. The two lessons observed were very good. They were characterised particularly by excellent use of role play which was very effective in engaging the empathy of the Year1/2 pupils with their parents, and that of the Year 4 pupils with blind people. In both lessons a broad range of activities was provided which developed social skills, as well as pupils' understanding of relationships and disability.
94. PSHE is very well-organised by the coordinator and it receives a high profile. A comprehensive scheme of work in place and work is assessed thoroughly.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).