

INSPECTION REPORT

**BURES CHURCH OF ENGLAND VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Bures

LEA area: Suffolk

Unique reference number: 124692

Headteacher: Mrs C Furniss

Lead inspector: Mr R A Robinson

Dates of inspection: 18th – 20th October 2004

Inspection number: 266528

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: Voluntary Controlled
Age range of pupils: 4 – 9
Gender of pupils: Mixed
Number on roll: 124

School address: Nayland Road
Bures
Suffolk
Postcode: CO8 5BX

Telephone number: 01787 227446
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Appropriate authority: Governing body
Name of chair of governors: Mr Ian Gibbs

Date of previous inspection: 8 February 1999

CHARACTERISTICS OF THE SCHOOL

This is a below average-sized first school for pupils age four to nine. Children come from mainly a white ethnic background. No pupils are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is about 5 per cent, which is below average. The school serves a socially and economically above average area. Children's attainment on entry is above average. Twenty-two pupils (16.7 per cent) are on the list of special educational needs, which is about average. Two pupils have a statement of special educational needs, which is about average. Most of the pupils receiving additional help have specific or moderate learning difficulties, speech and communication difficulties, social, emotional and behavioural difficulties, physical disabilities or autism. The number of pupils joining or leaving the school other than at the usual times is below average. The number of pupils on roll has increased since the last inspection because of the popularity of the school. The school is an Investor in People. The school gained School Achievement Awards in 2002 and 2003, and Artsmark and Healthy School Awards in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21024	Robert Robinson	Lead inspector	Mathematics Science Information and communication technology Religious education Foundation stage English as an additional language
1329	Kevern Oliver	Lay inspector	
30691	Kathleen Yates	Team inspector	English Art and design Design and technology Geography History Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is very effective and it gives its pupils a very good education. The climate for learning is very well established. Standards are high. Pupils achieve very well because the quality of teaching is very good. The leadership and management of the school are very good. The school provides very good value for money.

The school's main strengths and weaknesses are as follows:

- The headteacher and the governing body lead and manage the school very well and other senior members of staff assist them very ably.
- Standards are well above average in English, mathematics, science and religious education because of the high standard of teaching.
- The curriculum is very good and is enriched very well by visits, visitors and a very wide range of extra-curricular activities.
- The school cares for its pupils very well.
- Links with the community and with other schools at local and international levels are excellent.
- The partnership with parents is very good.
- The school makes best use of the current accommodation and facilities, but it does not have an adequate library area and the hall is barely satisfactory for the school's needs.

Improvement since the last inspection in February 1999 is very good. Standards have risen since the last inspection and have been maintained at a high level in the national tests at the end of Year 2 since 1999. The quality of teaching is now very good. The issues identified at the last inspection have been addressed fully. The length of the school day now meets national recommendations. Increased time is allocated for the teaching of information and communication technology and religious education. The school improvement plan and the curriculum development plan provide a clearer view for the future development of the school. Procedures to ensure the health and safety of the pupils are now very good. Improvements have been made to the accommodation, particularly in the Foundation Stage, and plans are in place to upgrade facilities further in the reception year and in Years 1 to 4. The leadership of the school is now very good.

STANDARDS ACHIEVED

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

Key: A - very high; 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*

Achievement is very good. Children in the nursery and reception classes achieve very well and standards are likely to be well above the goals they are expected to reach by the end of the reception year in personal, social and emotional development, communication language and literacy and mathematical development. In Years 1 and 2, pupils continue to achieve very well and are on course to reach high standards by the end of Year 2 in the skills of speaking and listening, reading, writing, mathematics, science and religious education. In the 2004 national tests at the end of Year 2, standards were well above both the national average and the average of pupils in similar schools in reading and writing, and were very high (highest 5 per cent nationally) in mathematics. In Years 3 and 4, pupils' achievement remains very good and standards are well above average in English, mathematics, science and religious education. No judgements on standards were made in other subjects. The achievement of boys is similar to that of girls. Pupils with special educational needs, including gifted and talented pupils, achieve very well. Overall, high standards have been maintained in the national tests at the end of Year 2 since 1999.

Pupils' personal development, including their spiritual, moral, social and cultural development, is generally very good. Their attitudes and behaviour are good. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good and leads to pupils' very good achievement.

The quality of teaching and learning is very good and there is a very well planned curriculum which is enriched very well. The quality of teaching and pupils' learning is very good, overall, throughout the school; most teaching is very good or good and there is a small proportion of excellent teaching. Teaching and learning are very good in the Foundation Stage and in English, mathematics, science and religious education. No judgements were made on the quality of teaching in other subjects. Literacy skills are developed very well in other subjects. Numeracy skills are used and applied well. Information and communication technology assists learning well throughout the curriculum. The assessment and recording of pupils' progress are good. Arrangements for ensuring pupils' care, welfare, health and safety are very good. The school provides pupils with very good support, advice and guidance and involves them very well in its work and development. The partnership with parents is very good and there are excellent links with the community and other local schools and some schools in other European countries.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good. The headteacher provides very good leadership and is assisted very well by other senior staff and by a very effective governing body. Management systems are very good and the management has recently begun to consolidate information about pupils' attainment and targets for future inclusion into a coherent system to provide additional information for staff and governors. The school complies with statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the education the school provides for their children. Pupils are very positive about the school. Neither parents nor pupils have any significant concerns.

IMPROVEMENTS NEEDED

There are no significant weaknesses in this very effective school; however, the governing body should consider the following for inclusion in the action plan:

- Together with the local education authority, the governing body should seek to provide better accommodation and facilities for the pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is very good throughout the school. Standards are well above average in Years 2 and 4.

Main strengths and weaknesses

- Children in the nursery and reception classes achieve very well.
- Pupils achieve very well, and they are likely to reach high standards by the end of Year 2 in the skills of speaking and listening, reading, writing, mathematics, science and religious education.
- Overall, well above average standards have been maintained since the national tests in 1999.
- In Years 3 and 4, pupils' achievement is very good and standards are high in English, mathematics, science and religious education.
- Pupils with learning difficulties, and gifted and talented pupils, make very good progress.

Commentary

1. Children's attainment when they start nursery is above average overall. The children achieve very well and by the end of the reception year standards are well above average in personal, social and emotional development, communication, language and literacy and in mathematical development. This is a marked improvement since the last inspection when children made satisfactory progress and reached average standards. The high standards result from improved leadership, the quality of teaching and learning and a very well thought out curriculum, which is supported by much improved accommodation. Too few lessons were seen to make secure judgements on standards children are likely to reach in knowledge and understanding of the world, in physical development and in creative development.
2. In the 2004 national tests at the end of Year 2, standards were well above both the national average and the average of pupils in similar schools in reading and writing, and in mathematics they were very high (highest 5 per cent nationally). A particular improvement in the school's results in 2004, compared to the previous year, were standards in mathematics as a result of an increased focus on the subject.

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

Standards in:	School results	National results
reading	18.2 (18.0)	15.8 (15.7)
writing	16.7 (17.0)	14.6 (14.6)

mathematics	19.0 (17.2)	16.2 (16.3)
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There were 23 pupils in the year group. Figures in brackets are for the previous year

3. Standards of the current groups of pupils in Years 2 and 4 are well above average in the skills of speaking and listening, reading, writing, mathematics, science and religious education. Improvements in standards since the last inspection are good. No judgements were made on standards in other subjects. No differences were found in the standards of boys compared to girls.
4. High standards, overall, have been maintained since the national tests at the end of Year 2 in 1999 in reading, writing and mathematics. In several years since the last inspection, standards have been very high (highest 5 per cent nationally) in reading, writing and mathematics compared to all schools and similar schools. The consistency of high standards links very well to the headteacher's vision for the school 'to maintain the highest possible educational standards'.
5. Pupils' achievement, including pupils with learning difficulties and gifted and talented pupils, is very good throughout the school because of the very good ethos, and the strengths in the quality of education provided and the leadership and management. The school is well placed to maintain high standards.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are very good. Their attitudes and behaviour are good. Their personal development, including spiritual, moral, social and cultural development, is very good. Attendance rates are well above average.

Main strengths and weaknesses

- Pupils have good, positive attitudes to school life and learning. They are well behaved.
- The school is a very happy community in which everyone is welcomed and encouraged to learn and develop.
- Pupils have a very strong sense of right and wrong. They enjoy responsibility and are keen to contribute to all aspects of school life.
- The school and parents work well together to ensure that pupils come to school and arrive on time.
- There are very good opportunities for pupils to learn about their own and other cultures.

Commentary

6. The pupils really like their school. They feel that it is a good, caring place in which they are helped to learn, play and grow up. Pupils have confidence in their teachers and all the other adults who work with them. They are friendly and polite and visitors are made to feel very welcome.
7. Pupils are keen to learn and their behaviour, both inside and outside the classroom, is good. Lessons, especially those which are challenging and stimulating, race along as pupils and their teachers and helpers get on with the day-to-day business of learning and teaching. Interruptions caused by unacceptable behaviour are few and far between. Pupils with special educational needs are very well integrated into classes. They are well behaved and have very positive attitudes to learning. Children in the

Foundation Stage are on course to exceed the goals set for them very well by the end of the reception year.

8. Lunchtimes are calm and follow well-established routines. Playtimes are lively with pupils making the most of the limited space available to enjoy each other's company and a wide range of games and activities. Although there was some 'rough and tumble' in the playground, nothing that could be interpreted as real unkindness or bullying was seen or reported during the inspection. Indeed anyone who is hurt or upset is whisked off by other pupils to one of the lunchtime supervisors. Older pupils keep a kindly eye on younger ones and look after the 'buddy stop'.
9. Pupils of all ages thrive on responsibility and contribute to school life. Everyone helps the teachers to sort out classrooms, keep the school clean and tidy, fetch and carry registers and run messages. Older pupils look after the library, host events such as the summer arts festival, promote road safety and represent the school at award ceremonies. The school council is proud of its role and makes an important contribution to school life.
10. Pupils have a very good understanding of social and moral issues and they are well able to distinguish between right and wrong. They understand and support the ways in which the school encourages them to learn and behave. Their spiritual development is promoted well; for example, in religious education lessons and assemblies where pupils have very good opportunities to reflect and explore their inner feelings. Pupils are very aware not only of their local and national cultural heritage, but also of many others through links with schools in other countries.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.0
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.

11. The above figures show that the school's attendance record is well above national averages. They illustrate the success of the ways in which parents and school work closely together to ensure that children come regularly to school and arrive on time. There have been no exclusions during the past year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The quality of teaching and pupils' learning is very good. The curriculum is very good and is enriched very well. Standards of care, welfare, health and safety are very good. Partnership with parents is very good and there are excellent links with the community and other schools.

Teaching and learning

The quality of teaching and learning is very good. The assessment of pupils' work is good.

Main strengths and weaknesses

- The quality of teaching and learning is very good, overall, throughout the school, and there is a small proportion of outstanding teaching.
- Teaching and learning are very good in the Foundation Stage and in English, mathematics, science and religious education.
- Literacy skills are used and practised very well in other subjects. Skills in numeracy and in information and communication technology are used and applied well throughout the curriculum.
- Teachers use the accommodation very well; however, limitations of the accommodation in Years 1 to 4 create difficulties in some lessons.
- The teaching of pupils with learning difficulties and those pupils with particular gifts and talents is very good.
- The checking of progress and the use of the information are good.

Commentary

12. The quality of teaching and learning has improved significantly since the last inspection because of very good leadership, the development of a very good curriculum and improvements to the accommodation in the nursery and reception classes.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	14	6	4	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

13. Teachers have very good subject knowledge. The planning of lessons is very good and it is matched very well to pupils' needs. Teachers use a wide range of teaching methods and make effective use of time, enabling pupils at all levels of attainment to make very good progress in their learning. Teachers have high expectations of pupils' work and behaviour, resulting in pupils working hard whether in whole class situations, in small groups or individually. Relationships between staff and pupils are very good, resulting in pupils responding very well to challenges set by the teaching. Teaching assistants work very hard with pupils, including pupils with learning difficulties and those pupils identified as being gifted or talented. Learning resources are used very well to motivate and interest pupils in order to enhance their learning.
14. The high standard of teaching of children in the nursery and reception classes and in English, mathematics, science and religious education in Years 1 to 4 enables pupils to make very good progress in their learning and reach well above average standards by the ends of Year 2 and Year 4. The following example of exceptional teaching illustrates the strengths in the teaching, which is assisted by a very well thought out curriculum.

Example of outstanding practice

In a religious education lesson in Year 1, a study of Judaism was introduced most effectively and captured pupils' interest at all levels of attainment resulting in a fast pace of learning.

The teaching was linked extremely well to pupils' previous learning in the reception class about harvest and friends from other faiths. Large pictures of two Jewish children, Hannah and Reuben, helped the teaching to develop the theme extremely well of how Jewish people celebrate the festival of Sukkot. The teacher set the scene by telling, dramatically, the story of Moses leading the Israelites out of Egypt through the desert to the Promised Land. The pupils gained interest quickly because of the skilled story telling. Excellent large resources were used by the teacher and pupils to construct a sukkah, which helped pupils exceptionally to visualise and appreciate the relevance of the construction. The step-by-step building of the sukkah and ongoing discussion and the seeking of pupils' opinions helped them to grasp the reason for each feature of the artefact. The pupils were in awe and wonder at the quality of the sukkah they had made and one pupil stated 'we have done a good job'. The teacher checked pupils' understanding at the end of the lesson and pupils responded accurately and with pride about their new learning.

15. Teachers pay particular attention to developing and applying pupils' skills in literacy, numeracy and information and communication technology in other subjects, and this consolidates their learning very well.
16. Teachers make best use of the available accommodation and members of staff are creative in using all available spaces, including the dining hall and corridors; however, most rooms are cramped and some lack sinks, and this does present difficulties when teaching some subjects, for example, art and design. The school hall is small and this restricts the teaching of physical education. Although teachers work hard to overcome

the problems these deficiencies do have some impact on pupils' progress and their opportunities for independence.

17. Teaching for pupils with learning difficulties is very good. Assessment is used very well to inform the next stage of learning. Gifted and talented pupils are identified in all subjects and teachers plan specifically for their needs; for example, gifted and talented pupils worked on a projection microscope linked to a computer to examine features of a butterfly. They were mesmerised by what they saw and used the microscope adjustments and computer tools very well to look at the image in different ways. Teaching assistants assist ably those children with learning difficulties as well as gifted and talented pupils.
18. The procedures and use of assessment information are good. In the nursery and reception classes, systems to check and monitor children's learning are thorough. Lessons are planned and organised very well based on children's prior attainment, and children make very good progress as a result. Throughout the school, teachers have a very good understanding of all pupils and this, in practice, enables all pupils to achieve highly. They question pupils well in lessons and the marking of their work is thorough, although tends to be mainly positive comments rather than stating clearly how well pupils are doing and how they can improve. The school makes good use of a wide range of commercial tests, as well as the national tests, to monitor pupils' progress. Some teachers, particularly in Year 4, analyse the results of the tests very well to ascertain general strengths and weaknesses of particular year groups as well as to establish targets for individual pupils. The school has recently introduced a whole-school system to track pupils' progress, but it is too early to judge its impact.

The curriculum

The curriculum is very good and is very well enriched, and promotes very effective learning for all pupils, including those with special educational needs. Accommodation and resources are satisfactory, on balance.

Main strengths and weaknesses

- Leadership and management of the curriculum are very good.
- Provision for pupils with special educational needs is very good.
- Children in the Foundation Stage are provided with a very good curriculum and good accommodation and learning resources.
- Pupils have very good opportunities to take part in extra-curricular activities.
- Learning resources are good, though there are some limitations in the accommodation in Years 1 to 4.

Commentary

19. Subject leaders have a very good understanding of all areas of the curriculum and use their expertise to ensure that all pupils are provided with learning experiences which are stimulating and meet their individual needs very well. Classrooms are organised imaginatively and teachers plan systematically for lessons which incorporate very good links with other subjects. All classrooms and corridors are used to display and celebrate pupils' work at an exceptionally high standard. This helps pupils to deepen their learning and increase their skills because they see a purpose in their activities and learning is fun. The school has made very good improvement since the last inspection.

20. The school ensures that all pupils have equal access to learning opportunities. The very good provision for pupils with special educational needs, including those with physical difficulties and those identified as gifted and talented, ensures they learn and achieve very well. Very good communication between teachers and highly skilled and committed teaching assistants together with the use of specially adapted resources ensure that pupils are provided with instruction that is consistently of a very high quality. This increases pupils' self-confidence and learning skills very effectively so that pupils achieve their targets very well. For pupils who are identified as gifted and talented, the provision of challenge workshops and master classes extends their learning well.
21. For children in the nursery and reception classes, all six areas of learning are incorporated very successfully into the curriculum and the provision of learning resources is good. Since the last inspection, the accommodation for children in the nursery and reception classes has been improved significantly. This has helped to improve children's learning.
22. The school provides a very good range of out-of-school activities which enrich the curriculum. These include sport, music, art and drama and are very well attended. Pupils take part in many visits which enhance their learning, and there are regular visitors to the school who help pupils gain an understanding of life in other cultures through activities such as demonstrations and practical work in art and music. Local clergy and members of the police force and health services visit the school to talk and work with pupils. Special events such as theme weeks add further interest to pupils' learning. Strong links exist with the middle school to which most pupils transfer. There is a very effective exchange of information with the middle school which helps to prepare pupils for the transition to a much larger school environment.
23. There have been many improvements to the accommodation since the last inspection, which have made the learning environment more stimulating; for example, the old toilets have been replaced and the outdoor area adjacent to the nursery is an exciting learning environment. Learning resources are good, overall. The school now has many more pupils than at the time of the last inspection and members of staff make the best use of the current accommodation and facilities. The area used as a library has been improved since the last inspection, but continues to be inadequate, particularly in providing opportunities for pupils to search for information in books and on computers. The hall is an awkward shape and restricts the number of activities in which pupils can take part. Most classrooms do not have water or sinks so that pupils are unable to access water when preparing and clearing away in lessons, and this restricts the further development of pupils' independence. The governors have recognised these weaknesses and devised a plan which addresses these needs.

Care, guidance and support

Arrangements for pupils' care, welfare and safety are very good. Pupils are supported and guided very well. There are very good arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- There is a very good family atmosphere and the governors and all members of staff pay very good, close attention to the care and welfare of each and every pupil.
- The school monitors pupils' learning and personal development very well and uses the information to help pupils reach their full potential.
- The school pays great attention and responds very well to pupils' ideas and views.
- There are very good arrangements for bringing new children and pupils into school.

Commentary

24. The school is a very caring, family-centred community. Regular safety inspections of the premises and a well-established and very good risk assessment system together cover both in-school and out-of-school activities. All the members of staff have recently completed first aid training and pupils are well supervised during break times and at both ends of the school day. The headteacher is the person nominated to deal with child protection issues. All the other members of staff are properly briefed on procedures and there are good links with the relevant local agencies.
25. Members of staff use a very good combination of formal and informal methods to monitor and support their pupils' achievements and personal development. As a result, they know their pupils' academic and personal strengths and weaknesses and provide the help which pupils need in order to make best progress. Although this system has many strengths, it does not provide a whole-school view of pupils' progress; however, a new system to overcome the shortcomings has recently been introduced. Teachers and classroom assistants support pupils with special educational needs very well. Careful analysis of data for different pupil groups gives very good access to guidance, support and advice as to their progress. Trusting relationships help pupils to respond very readily and this helps to raise their self-esteem. The school works very well with other agencies to ensure pupils' needs are met appropriately.
26. Pupils' ideas and opinions about all aspects of school life really matter. The headteacher, staff and governors use day-to-day informal contact to gather information and, where appropriate, they act upon it. The school council is a well established and powerful 'pupils' voice'. Its reputation is such that another school recently has consulted it on how to set up a 'buddy stop'.
27. There are very good arrangements for introducing new children, parents and carers to the school. There are visits and 'taster' sessions of activities which help children to become comfortable with school life. The majority of children come from the on-site nursery, and there is a smooth transition from one to the other. Pupils who arrive during the school year, whatever their ages, are supported very well.

Partnership with parents, other schools and the community

The school's links with parents are very good. Its links with the community and other schools and colleges are excellent.

Main strengths and weaknesses

- Parents have very positive views about the way in which the school is being run and the education it is providing for their children.
- The school keeps parents very well informed about pupils' progress and what is going on in class.
- Parents and other members of the community provide excellent levels of voluntary support for the school.
- The links with the local, wider and international communities and other schools and colleges make an excellent contribution to pupils' learning and development.

Commentary

28. Parents consider the school to be a very caring and very important part of their community and to be doing an excellent job of helping their children to learn and

develop. They have every confidence in the headteacher and the rest of the staff. The headteacher and governors, in turn, greatly value parents' contributions and ideas on how to improve the school.

29. Very good formal information for parents about their children's progress comes from termly consultation meetings and detailed end-of-year reports which include pupils' own comments about how they are getting on. A constant stream of newsletters and information about what pupils are learning is sent home. Literacy and numeracy workshops help parents understand the ways in which their children are helped to learn. The prospectus and governors' report provide a wealth of information. The school encourages informal communication. It has an 'open door' policy and the headteacher makes herself available to parents whenever she possibly can. Parents and teachers meet and chat at both ends of the school day.
30. The majority of parents support their children's efforts to do their homework. They use their children's reading and target diaries to check progress and keep in touch with teachers. Parents, some of whom are governors, come regularly into school to help out in classes. Many other parents, grandparents and friends from the local community support one-off events, and highlights of the school year, such as the Christmas Fair, are packed out. The parents of pupils who have special educational needs are given every opportunity to be involved in the planning of their children's education. The parent-school association, which organises a wide range of events throughout the school year, is very active.
31. The wide range of visits to and from local places, such as the church, chapel, post office and organisations, make excellent contributions to pupils' education; pupils learn about the give and take of community life through, for example, talks from the local police, running tea parties for the elderly and involvement in church and village life.
32. The work with other schools extends beyond local and national collaboration to links within Europe; pupils' education benefits from the regular meetings and exchanges of ideas and subject expertise between the headteacher and staff and colleagues in these schools. Trainees and older pupils from other schools are welcomed so that they can develop their own knowledge and expertise. The links with the middle school to which the majority of Year 4 pupils move are particularly close and, as a result, very good arrangements for transfer are in place. Pupils and teachers visit and, in order to ensure continuity, the headteacher keeps in close touch with pupils who have moved on.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and other senior staff is very good. Governance is very good.

Main strengths and weaknesses

- The headteacher is totally committed to the school and provides strong, clear leadership. Staff, governors and all other members of the school community share her vision.
- The subject leaders fulfil their roles very well.
- Although good monitoring systems are in place, a succinct way of tracking pupils' and groups' progress through the school is not yet fully embedded.

- Governors have a very good and major impact on the school's effectiveness.
- Financial management is very good.

Commentary

33. The headteacher leads from the front. She is totally committed and has a very clear and simple vision for the school. She is determined to maintain the highest possible educational standards and care for pupils whilst ensuring that the school remains at the heart of the village community. Governors, staff and parents support her vision fully and are working together to achieve it. The improvements in standards and accommodation and the rise in the number of pupils, since the previous inspection, testify that the school is being led and managed very successfully.
34. The school's improvement plans are very good. Everyone, including teaching assistants, the school council and parents, contributes their observations and ideas. The plans focus on what is needed to improve standards and pupils' care further. The good, well-established, performance management system, which includes a professional development programme for all staff, is linked to the improvement plans.
35. The high standards which pupils achieve are, in no small part, due to the expertise and quality of subject leaders' management, monitoring and guidance. Subject leaders have clearly defined roles which include principal responsibility for the development and review of the school's curriculum development plans. At present, subject and class specific monitoring of pupils' progress is thorough, though time consuming. A new system has been developed recently to record succinctly pupils' progress, though this is not yet fully implemented throughout the school.
36. The governors, all of whom are from the local community, fulfil their roles very well and give their time and expertise willingly for the benefit of the school. The chair is in almost daily contact with the headteacher. Through a system of committees, governors monitor pupils' progress and standards and the school's finances and accommodation. They set well-informed and realistically challenging targets for the headteacher to achieve. They challenge constructively the school's plans and decisions, and play a full part in the development and implementation of improvement plans. Governors keep in touch with what is going on, not just through reports from the headteacher, but also through regular visits to school, where they work, alongside teachers and support staff, as volunteers.
37. The headteacher, governors and finance manager work very well together to ensure that the school's finances are very well managed and that good value for money underpins all projects and purchases. Spending decisions focus on standards and meeting pupils' needs.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	371,725
Total expenditure	381,205
Expenditure per pupil	3,002

Balances (£)	
Balance from previous year	23,250
Balance carried forward to the next	13,770

38. The school ensures that pupils' education is very effective. The quality of teaching and learning is very good. Standards are high. The school provides very good value for money.
39. The principal aid to the school's future development is the continuing commitment of all the staff, governors and parents to working together for the continuing success of the school. The principal barriers are the constraints imposed by the lack of accommodation and the difficulties of carrying out major improvements, such as the construction of a library and new hall, within the limited amount of space available.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the foundation stage is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good and this helps children to make very good progress in personal, social and emotional development, in communication language and literacy and in mathematical development.
- Children settle very well to learning and form very good relationships with one another and the staff.
- Children are helped to achieve very well through strong emphasis on discussion, sharing books with their teachers, learning the sounds letters make and opportunities to write.
- Teaching assistants are used very well.
- The limitations of the hall restrict energetic exercise.
- Children enjoy singing and playing musical instruments.

Commentary

40. It was not possible to report in full on any of the areas of learning individually because only 7 children were present in the reception class, and the nursery children attend mornings only, which restricted opportunities to observe sufficient teaching in each area of learning. All areas of learning were sampled. Children enter the nursery in the term that they are four on a part-time basis and transfer to full-time education in the reception class at the beginning of the term of their fifth birthday. This means that some children have only one term of full-time education before moving into Year 1. Attainment on entry to the nursery is generally above average. The children achieve very well because of the very good quality of teaching, very good curriculum, thorough checking of pupils' progress and very good leadership and management of the Foundation Stage. Improvement since the last inspection is very good overall. The quality of teaching has improved significantly from satisfactory to very good. The accommodation has also been improved exceptionally well. The nursery has been enlarged and includes a very good outdoor area adjacent to the classroom. The reception class is no longer housed in a temporary building with inadequate toilet provision; however, the reception classroom and outdoor area are rather small to accommodate the full intake during the summer term. Children achieve very well in personal, social and emotional development, in communication language and literacy and in mathematical development, and standards are likely to be well above average. No judgements have been made in other areas of learning as insufficient teaching was seen.
41. In **personal, social and emotional development**, in the lessons seen, the teaching and learning was very good in both the nursery and the reception classes. Standards were on course to be well above the average expected by the end of the reception year because of very good teaching. In the nursery, pupils enter school confidently and separate from their parents willingly. Members of staff welcome parents and spend time in discussion with them, where necessary, about the children's needs and progress. Teachers encourage pupils to take turns, though a few pupils find this

difficult. Members of staff keep records of pupils' attainments. Relationships between teachers and pupils are positive. Most children are aware of behavioural expectations.

42. In the reception class, very good use was made of learning resources to help children to discuss their feelings. The teaching ensured all children had opportunities to contribute, and they listened carefully to others. Very good relationships were apparent, both between children and between children and the staff.
43. In **communication, language and literacy**, standards are on course to be well above average by the end of the reception year. The quality of teaching was very good in the lessons seen in both the nursery and the reception class, and this enables children to achieve very well. In the nursery, children were given very good opportunities to talk about the teddy bears which they had brought from home. Most pupils spoke out well. Lower attaining pupils were assisted well by the teacher through questioning. Children enjoy attempting to write in the mark making area. Some higher attaining children are able to write their names correctly. In the reception class, children were interested in reading along with their teacher the story of 'Red Riding Hood'. The teacher questioned children very well to encourage pupils to give their views and to make suggestions. The teaching encourages children to work out words using their very good understanding of the sounds letters make. The use of actions helps all pupils to build up words such as 'led' and 'fed'. Higher attainers wrote independently words such as 'red', and made very good attempts at writing words such as 'apple'. A pupil had difficulty discriminating between 'p' and 'b' but, through encouragement of the teacher and sheer determination, eventually succeeded.
44. In **mathematical development**, children achieve very well, and standards are on course to be well above average by the end of the reception year. The quality of teaching is very good throughout the nursery and reception classes. In the nursery, registration time is used very well to develop counting. Children are encouraged to measure objects using non-standard measures; for example, children measured their teddy bears using plastic blocks and then attempted to count the number of blocks. Members of staff encourage pupils to use computer programs to practise counting within ten. Average attainers worked well with a partner to count up ten objects on the monitor screen. The teaching assistant was used very well to work with small groups and to record pupils' attainment. In the reception class, the teaching encouraged pupils to gain a better understanding of counting up to ten using a dice and large number cards. The teacher challenged children to state how many more made ten after rolling the dice. The teaching assistant was used very well with small groups of children to develop sequencing skills. The high ratio of staff to children enabled pupils to have plenty of instruction and practice.
45. In **knowledge and understanding of the world**, no lessons were seen in the nursery; however, examination of photographic evidence and displays showed that very good use is made of the outdoor area to develop learning. In a part lesson seen in the reception, very well prepared resources and discussion gave children opportunities to develop elementary mapping skills and language that was linked to direction. In a very good lesson in the reception class, the teacher told the story of the Good Samaritan using an excellent range of simple resources: a felt sheet, sand, wooden figures, pebbles. The teacher's story telling technique was exceptional and children were riveted so much that one pupil called out at a crucial point in the story,

'Who is going to help him?' The children were encouraged to reflect on how they would feel in the role of one of the characters in the story; the children found this quite challenging though higher attainers were able to express their views.

46. In **physical development**, in the two lessons seen, the teaching in the nursery was good, and in the reception class it was satisfactory. The teaching in the nursery set clear expectations of behaviour, and most pupils followed instructions quickly when moving around in the hall. Most children could dress independently though a few needed help. In the outdoor area, pupils enjoy riding tricycles. Children work well with each other without direct supervision. In the reception class, the teaching set clear health and safety expectations and the children knew the rules and how to act in a safe manner; however, the hall was barely satisfactory to provide opportunities for energetic exercise because of its size and other equipment around the perimeter of the room. Most pupils were able to hop around the room carrying beanbags in different ways. The teaching highlighted good practice, but did not ensure all pupils were listening and watching demonstrations.
47. In **creative development**, evidence from wall displays shows that children have good opportunities to use a wide range of media to produce pictures in paint, pencil and collage in both the nursery and reception classes. In the one lesson seen in the reception class, the teaching was very good and children achieved very well. The lesson was very well prepared and was entirely appropriate to the needs of the children. Nearly all pupils could name musical instruments, such as maracas and cymbals. Children were introduced to new vocabulary; for example, 'two tone wood blocks'. The teacher modelled an action song very well and the children followed her lead enthusiastically and remembered the order of the actions and the song very well. The lesson was exciting and fun. The children really enjoyed playing musical instruments, exploring the feel of the instruments and sounds produced, and singing familiar songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Standards are well above average and achievement is very good.
- Teaching and learning are very good.
- Leadership and management of the subject are very good.
- The library area does not meet pupils' needs.
- Systems to track pupils' progress are not well established.

Commentary

48. Over recent years, standards in English have been consistently high; by Years 2 and 4, they are well above average and this is an improvement on the findings of the

previous inspection. Achievement in speaking and listening, in reading and in writing is very good for all pupils, including those with special educational needs. The quality of teaching is very good throughout the school, which is a significant improvement since the last inspection when teaching was satisfactory in Years 1 and 2 and good in Years 3 and 4.

49. Teachers plan lessons that are exciting and fun with a high level of involvement for all pupils so that standards in speaking and listening are well above average in Years 2 and 4. Standards are higher than at the time of the previous inspection. At the beginning of lessons, teachers share learning intentions with all pupils, whose involvement in evaluating the success at the end of lessons is helping them to reach higher levels. In Year 1, more able pupils concentrated well as they watched a short video and then discussed the job of 'Percy the Park Keeper' and predicted what it might be like in his hut. While numbers are low in reception in the autumn term, there is very good provision for a small group of Year 1 pupils to spend short periods in this class. This is a very good arrangement and helps these pupils to catch up. By Year 2, most pupils are quick to grasp the teacher's instructions and they are confident when talking to their peers. In Year 3, there are good opportunities for pupils to discuss 'settings'. In Year 4, there is a very brisk pace to lessons because the teacher pitches the level of questioning according to the ability level of groups in such an effective way that all pupils are confident to express their feelings in class discussions.
50. Teachers in all classes plan tasks that are well matched to pupils' differing abilities and this is an improvement on the findings of the previous inspection. Teachers have high expectations for all pupils so that they enjoy reading both individually and in groups in meaningful ways which result in their very good achievement; for example, more able pupils in Year 2 read for information alongside a very capable teaching assistant who challenged them to examine the wrappers of five different varieties of chocolate. The pupils were competent in comparing and recording the percentage of cocoa solids and, following an exciting tasting session, they discussed and then wrote about the differences detected. By Year 4, pupils are very skilled at making good use of punctuation in stories and in reading with expression for different purposes. They demonstrated this very well in their reading of play scripts based on their historical topic of 'Johnny's Blitz'.
51. The school works very hard to promote pupils' writing with the result that many pupils in Years 2 and 4 have been successful in achieving higher than average standards. In a lesson seen, teachers presented challenging tasks so that pupils of all levels of attainment were able to read and follow instructions, sequence them and finally write a set of their own using laptops. The use of word banks helped pupils in Year 3 to identify patterns in spellings and to prompt them to write creatively. Teachers plan lessons imaginatively, and use visits, one example being to a local museum, to motivate pupils in Year 4 to write using language which is captivating to the reader. In this class, pupils demonstrated very mature relationships when working in groups. They took turns at being the scribe and prepared playscripts, using their knowledge of conditions experienced in World War 2 by evacuees.
52. Although the school has made improvements to the library area, pupils still do not have a quiet area where they can sit and read to enhance their enjoyment of books. The current arrangements do not offer teachers the opportunity to develop pupils'

research skills to best effect; for example, creating opportunities for pupils to search for information on the Internet, from CD-ROMS or in books.

53. Very good leadership and management of the subject mean data obtained from testing is analysed rigorously, and areas of weakness are targeted systematically so that very good improvements have been achieved. A system to track and measure the rate of pupils' individual progress and to involve them in evaluating their success is at an early stage of development.

Literacy across the curriculum

54. Teachers provide a wealth of opportunities to use literacy in other subjects. Pupils acquire a good range of vocabulary; for example, in art, pupils discussed the different techniques of famous artists and, in geography, they wrote about their visits to Woodbridge. Older pupils wrote at length about evacuation during World War 2. Pupils are confident to read poetry and act out plays in front of audiences.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because the quality of teaching is very good, particularly in Years 2 and 4.
- The leadership of the subject is very good.
- The systems and use of assessment information are good; however, a succinct overview of the progress of individuals and groups of pupils has been developed only recently and is not yet firmly embedded in the school's practice.
- Opportunities to develop mathematical skills in other subjects are good.

Commentary

55. Standards, in both Years 2 and 4, are well above average. Improvements since the last inspection are very good. Pupils achieve very well, overall, because the quality of teaching and pupils' learning is very good.
56. Examples of very good teaching were seen in Years 2 and 4. In Year 2, the teacher's questioning challenged pupils at different levels of attainment; for instance, higher attaining pupils knew that ten more than ninety-three was one hundred and three whereas most pupils could add correctly ten onto numbers up to ninety. The pace of the lesson was fast and this helped maintain pupils' interest. The planning was thorough and identified additional activities for gifted and talented pupils. Learning resources, such as individual small whiteboards, were used effectively to enable pupils to describe the properties of three-dimensional shapes. Higher attainers sorted a variety of shapes, according to different attributes, on a Carroll diagram. Pupils with learning difficulties were helped very well by a teaching assistant to enable them to take a full part in the lesson. As a homework task, pupils brought to school different three-dimensional shapes. The teacher gave pupils opportunity to describe and name the shapes, which most pupils were able to do accurately.

57. In Year 4, pupils were keen to succeed, behaved very well and worked very productively with a partner. The planning was detailed and challenged pupils very well at different levels of attainment. Higher attainers solved real-life problems accurately involving, for instance, division of £36 by five. Most pupils could work out the cost of four tickets at £1.50 each. Lower attainers were given very good support from a teaching assistant. At the end of the lesson, the teacher very skilfully used an auction system to help to practise multiplication skills at their level of attainment. This enthused pupils to work very hard and resulted in a high level of achievement in developing mental strategies.
58. The leadership and management of the subject are very good. The subject leader is a very good role model to other teachers in the quality of teaching. The curriculum development plan for the subject is very appropriate and covers a three-year period. The procedures for monitoring pupils' progress are good and the information is used well by teachers to plan future learning, but the information, until recently, has not been recorded in a succinct form to enable the management to track quickly progress of individuals and groups of pupils over time; for example, from Year 1 to Year 4. A system has been established, this year, which will enable this to be accomplished efficiently; however, not all results of past tests have yet been entered onto year group spreadsheets. The subject leader has monitored the quality of teaching and analysed the results and pupils' answers in the national tests at the end of Year 2 and other tests at the end of each other year group as well as checking the progress of individual pupils; these actions have contributed to the high standards reached by pupils since the last inspection.

Mathematics across the curriculum

59. Mathematical skills are planned and applied well in other subjects and this assist pupils' learning through the additional practice of numeracy skills; for example, in science, pupils draw graphs and pie charts to illustrate results of investigations. Pupils practise reading a scale on a thermometer and measuring in centimetres. In history, pupils total the cost of items they would buy as part of study of World War 2. In information and communication technology, pupils use a programmable toy to develop a better understanding of direction and turning.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average and pupils achieve very well because of very good teaching.
- The curriculum is very good and has a strong emphasis on experimental and investigative work.
- The leadership and management of the subject are very good.

Commentary

60. Standards in Years 2 and 4 are well above average and pupils' achievement is very good. In the lessons seen, the quality of teaching was very good. Improvement since the last inspection is very good as standards, pupils' progress and the quality of teaching have improved.
61. Examination of pupils' previous work shows that the curriculum is very broad and pupils have plenty of opportunities to take part in practical investigations. The subject is enriched, both by visitors to the school, such as a geologist, a chef and a dentist, and by events and an annual science week held jointly with a local high school. Pupils' experiments are written up very well and this supports the development of literacy skills very effectively. This strong emphasis on practical experimentation was seen in lessons observed in Years 2 and 4.
62. In Year 2, the teaching was very well planned and organised, which led to pupils achieving very well. The activities challenged pupils at each level of attainment. The pupils were very well motivated because of the teacher's high expectation of work and behaviour. Higher attainers worked with the teacher to check how far different materials would stretch. The teaching was challenging, resulting in pupils describing very well how to ensure a 'fair test'. Lower attainers were helped very well by a teaching assistant to record pictorially on a pre-prepared sheet the results of stretching different materials. A very good selection of resources helped pupils to gain experience of developing an understanding of differences between the properties of a range of materials.
63. In Year 4, pupils were able to articulate clearly their views on the insulating and conducting properties of different materials. The teacher questioned pupils very well. The planning of the lesson was thorough. Very good use was made of information and communication technology equipment, such as a probe temperature sensor and an interactive whiteboard. The pupils were highly motivated and set about their investigation to check the insulating properties of various materials wrapped around hot baked potatoes. Numeracy skills were practised very well; for example, reading a thermometer and recording accurately results on a graph to show the drop in temperature of the baked potato over a period of time.
64. The subject leader has a very good understanding of the subject and is a very good role model in the teaching of the subject. The three-year development plan is very appropriate with very clear success criteria. Pupils' attainment is checked well at the end of units of work, and the tracking of pupils' progress over time is identified as a priority for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

65. No judgements are made on standards, provision for the subject, or the quality of teaching, as only one lesson was seen due to the arrangement of the timetable. The subject is timetabled for all classes each week to provide sufficient opportunities for pupils to develop skills in the subject, which is an improvement since the last inspection. The quality of the teaching and learning in the lesson seen in Year 1 was very good and pupils achieved very well. The planning was thorough and the teacher's explanations were very good. Pupils with special educational needs were given very good support to enable them to be included fully in the

learning and to achieve very well. Pupils were keen to work on the computers and made very good progress using laptop computers. They accessed programs confidently and followed instructions to make decisions; however, the lack of an interactive whiteboard, resulted in pupils watching a demonstration of the program on a small monitor screen, and this slowed the pace of learning.

66. Examination of pupils' previous work in Years 2 and 4 provides both evidence of a well thought out curriculum, covering all aspects of the subject, and indications of above average attainment.

Information and communication technology across the curriculum

67. Information and communication technology is used well to support learning in other subjects. Since the recent introduction of laptop computers and an interactive whiteboard in Year 4, teachers, increasingly, are planning opportunities for pupils to use information and communication technology to enhance learning in other subjects. In a science lesson in Year 4, the readings from a probe linked to a computer were displayed on an interactive whiteboard to provide graphical evidence of changes of temperature over time of a baked potato. In a Year 3 English lesson, laptop computers were used well to enable pupils to have additional practice of replacing and inserting verbs in sentences. In a mathematics lesson, gifted and talented pupils were challenged when they worked on a web site specifically set up to meet their needs.

HUMANITIES

Religious education was inspected in detail and is reported in full below. Work was sampled in geography and history.

68. In **geography**, pupils in Year 2 visited the nearby town of Woodbridge and contrasted it with their village, writing vivid accounts of their journey. An excellent example of how the school makes very good links across the curriculum was seen in a display in Year 3 on India. Pupils were highly stimulated by work in literacy, art and design, design and technology, music and religious education, and very good use was made of a CD-ROM of village life in India.
69. In **history**, teachers plan to make learning exciting and pupils in Year 4 talked enthusiastically about their visits to a local museum in conjunction with their study of World War 2. In the one lesson observed, in Year 4, teaching and learning were very good and pupils achieved very well. This was because the teacher questioned pupils very well and presented them with a wide variety of interesting and meaningful tasks so that they demonstrated both a very good factual knowledge and an understanding of the impact of rationing on people's lives. The pupils enjoyed the activities immensely.

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because the quality of teaching is very good overall.
- Skills in literacy are developed very well in the subject.
- The leadership and management of the subject are very good.
- The curriculum is very good and is enriched very well by visits and visitors to the school.

Commentary

70. Standards in Years 2 and 4 are well above average. There has been very good improvement since the last inspection, when too little time was allocated to the subject and standards were average. Greater priority has been given to the subject.
71. The quality of teaching and learning is very good overall and pupils achieve very well. The planning of lessons is of a high standard and is suited to the needs of pupils at different levels of attainment. Teachers have very good subject knowledge and use learning resources very well. In a lesson in Year 3, pupils worked enthusiastically together when considering some of the beliefs of Christians and Hindus. The teaching valued suggestions and challenged pupils through very effective questioning. In an outstanding lesson in Year 1, the teacher's excellent knowledge of the subject, planning and use of resources enabled pupils to gain a much greater understanding of a Jewish religious festival.
72. Examination of pupils' work shows that the subject supports the development of literacy skills very well; for example, pupils in Year 4 retold the story of Rama and Sita. In Year 3, pupils explained that people have different religious beliefs and that these should be respected. Pupils in Year 2 wrote about special places, such as a synagogue. In Year 1, pupils wrote 'Thank You' prayers.
73. The subject is led and managed very well. The curriculum is now very good and is enriched by a wide range of visits and visitors to the school. Whole-school training of staff by the local education authority has benefited teaching and pupils' learning. The school benefits from the support of the local clergy. Visits are made regularly to the local chapel, parish church and cathedral. A specialist teacher assists the teaching of Judaism; for example, by describing to pupils in Year 2 some features of the celebration of the Passover.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

74. In **art and design** in the one lesson observed, this being for pupils in Year 2, teaching and learning were very good and pupils achieved very well as they investigated and explored printing designs. The lesson had been extremely well prepared and was very well resourced. Pupils behaved appropriately and displayed very positive attitudes to learning as they printed overlapping and reversed patterns with leaves using a variety of techniques. Work on display and discussions with pupils show that they have very good opportunities to use a range of media and materials. Displays all around the school are of an exceptionally high standard and are an indication that standards are well above average by Year 2 and Year 4; they are very well mounted and show clear labelling to celebrate pupils' achievements as well as providing interesting information and stimulating questions to prompt pupils to explore

further. Throughout the school, there is a commitment to art and the subject leader is a specialist who takes every opportunity to develop in pupils a love of art. Very good links are made to other curriculum areas, and the subject is enhanced by visits to places of interest and by the visits of local artists.

75. In **design and technology**, no teaching was seen. Evidence from examination of pupils' work, displays around the school and talking to pupils shows pupils to be most competent and able to express confidently their ideas. Pupils from Years 3 and 4 have visited a sculptor's garden and gained inspiration to produce three-dimensional figures. Good links are made to literacy as pupils regularly participate in instructional writing and evaluate their finished products with comments which show how improvements might be made. Younger pupils attend a cookery club, linked to the Healthy School initiative, where they learn the importance of hygiene.
76. In the one lesson seen in **music**, teaching and learning were satisfactory, the lesson was well prepared and pupils listened to and sang short, medium and long sounds. They made satisfactory progress as they explored how to play these sounds on a range of instruments. There are very good opportunities for pupils to take part in musical activities, such as the locally arranged music workshops, and there is a very good attendance at clubs for recorder, choir and violin. The school takes part in the nearby musical festival, and pupils benefit from the musical expertise of the school staff and the visiting professionals.
77. In the one lesson seen in **physical education**, the teaching and learning were satisfactory. The lesson was planned well and pupils made satisfactory progress towards collaborating with a partner in a competitive game. Rules for safety were emphasised and these are entirely appropriate as the school's facilities for physical education are very limited. The hall is an awkward shape for teachers to supervise lessons and for children to perform and this limits pupils' progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

78. In the one lesson seen, in Year 4, the quality of teaching was excellent. Pupils gained, through frank discussion, insight into how to deal with bullying. Relationships between pupils and with the teacher were excellent. The lesson was very well planned and pupils at all levels of attainment were given the opportunity to express their views. Pupils listened attentively to each other, and the teacher developed their ideas skilfully.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	1
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

