

INSPECTION REPORT

**CAPEL ST. MARY CHURCH OF ENGLAND
VOLUNTARY CONTROLLED PRIMARY SCHOOL**

Ipswich

LEA area: Suffolk

Unique reference number: 124749

Headteacher: N. Sirett

Lead inspector: D. Gosling

Dates of inspection: 18th – 21st April 2005

Inspection number: 266560

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 3-11
Gender of pupils: Mixed
Number on roll: 337

School address: The Street
Capel St. Mary
Ipswich
Suffolk
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Appropriate authority: The governing body
Name of chair of governors: J. Hickley

Date of previous inspection: 22nd February 1999

CHARACTERISTICS OF THE SCHOOL

Capel St. Mary is a voluntary-controlled Church of England primary school situated in a village close to Ipswich. It is bigger than other primary schools with a roll of 337 pupils, comprising a similar number of boys and girls. There are twelve classes in the school, including a maintained nursery, and five of these are mixed-age. The pupils come from backgrounds more favourable than the national picture, with the proportion of pupils eligible for free school meals below the national average. Overall, pupils' attainment when they join the school is above average. The proportion of pupils with special educational needs is below the national average but the proportion with statements outlining specific needs is above. Most of the pupils with special educational needs have moderate learning difficulties, dyslexia or speech and communication difficulties. Nearly all pupils are from white British backgrounds and only one is at an early stage of learning English.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Capel St. Mary is a good, effective school, with some very good features. Pupils attain well above average standards and their achievement is very good, taking into account their good standards on entry to the school. They achieve very well mainly because they are well-motivated and enthusiastic learners, teaching is good, and some effective strategies have been put in place to improve standards. Teaching is good in Years 1 to 6 and very good in the Foundation Stage (the nursery and reception classes). The leadership of the school by the headteacher is very good and by governors and other key staff it is good. The management of the school is effective, though the role of the subject leader is underdeveloped. Finances are well managed. The leadership and management of the Foundation Stage and special educational needs are very good. The school provides good value for money.

The school's main strengths and weaknesses are

- Pupils achieve very well overall, with particular strengths in the Foundation Stage and in Years 3 to 6
- There has been a successful drive to raise standards in recent years, particularly from the headteacher, and results have improved at a good rate
- There is very good leadership, teaching and co-ordination of the Foundation Stage and of special educational needs and this is leading to very good achievement for those pupils
- Subject leaders are not monitoring and evaluating teaching and pupils' standards rigorously enough
- The quality of displays of work in classrooms and around the school is excellent and is enhancing learning very well
- Teaching is good overall but not enough use is made of pupils' assessments when planning work in lessons and the pace of learning is not fast enough in a small minority of lessons
- Individual pupils are valued and provided with good care and support

Since the school was inspected in 1999, improvement has been good. Results have improved at a faster rate than the national trend. Teaching has improved, with better teaching in the Foundation Stage and more high quality teaching. Leadership has improved, with better planning, and the school has dealt well with the key issues from the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A*	A	A	A
mathematics	B	A	A	A
science	A	A	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 whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is very good. When children start school, overall attainment is normally above that expected for their ages. In the Foundation Stage children achieve very well. A good range of interesting activities stimulates their learning and adults give them the confidence to do well. By the time they join Year 1, most children reach the expected standards and many exceed them. In Years 1 and 2 the pupils achieve well overall. They

achieve very well in mathematics and well in English and science as a result of their high level of motivation and good, well-planned teaching. Although test results in recent years have been well above the national average, the standards in current Year 2 work are only above average. In Years 3 to 6 pupils achieve very well and standards attained in national test results and in the current pupils' work are well above the national average overall. The standards attained in work in English, science and history are well above average. Standards attained in mathematics are above average. The standards attained in information and communication technology (ICT) and religious education (RE) are only in line with expectations because teaching and curriculum planning are not quite as strong in these subjects. Pupils who have special educational needs achieve very well because of very skilful and sensitive teaching and rigorous assessment of their progress and needs.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are fostered very well. Pupils are very enthusiastic learners and their behaviour is very good. This is partly the result of the very good classroom management skills of teachers and the positive attitudes they engender. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The quality of teaching is good, with some very strong features. In the Foundation Stage, a very good range of carefully-planned activities, well supported by adults, encourages children's learning effectively. Throughout the rest of the school, teaching and learning are good in the great majority of lessons. The major strengths in teaching are: classroom management; the use and quality of classroom displays; and teachers' expertise, particularly in English, mathematics, science and history. In a minority of lessons, teachers spend too much time on some activities and the pace of learning is slowed down.

The curriculum is well-planned and provides a good range of work, which is enriched by the very good range and quality of activities outside lessons. Systems for assessing pupils' attainment and checking on their progress are good at a whole-school level, but less well developed for day-to-day use in some classes. The school provides excellent care and support for children in the Foundation Stage and good care and support throughout the school as a whole. The school has created a good partnership with its parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher's leadership is very good. She has provided a strong lead in the drive to raise standards and improve learning. The leadership of the Foundation Stage and special educational needs are also very good. Leadership by subject leaders, and by governors, is good and statutory requirements are met. There are good strategies in place to raise standards in most subjects. Management of the school is effective with a clear view by the headteacher of what the school does well and what needs to be improved. The whole school works very well as a team. The school has set up a good system for assessing pupils' work but it is not used enough by senior managers and subject leaders to evaluate progress and identify any underachievement. Lessons have been monitored mainly by senior managers and subject leaders are not sufficiently involved. Staff are well supported in building their expertise.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school and the great majority feel that their children are doing well. Pupils are proud of the school, enjoy being there, and think they are expected to work hard. Reservations that some parents had about teaching in the mixed-age classes, and that some parents and pupils had about some poor behaviour, are not substantiated by

the inspection. There are isolated incidents of poor behaviour but these are dealt with effectively.

IMPROVEMENTS NEEDED

The most important things the school should do to build upon its current success are

- Develop the role of subject leaders so that they have a better grasp of pupils' standards and rates of progress and of the quality of teaching
- Make better use of assessments and targets in lessons to plan work for individual pupils and groups more systematically which will move them to higher levels
- Ensure that there is more consistency in the pace of learning and variety of activities in lessons

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is very good. They get a very good start in the nursery and reception classes. By the time they join Year 1, most children reach the expected goals in all areas of learning and many exceed them. Good teaching ensures that pupils achieve well in Years 1 and 2. By the end of Year 2, standards in reading, writing and mathematics are above average. In Years 3 to 6, pupils' achievement is very good overall. By Year 6, standards are well above average. In English and science standards are well above average and in mathematics they are above average. Attainment in history is well above expectations. In information and communication technology (ICT) and religious education (RE) attainment is in line with expectations. Pupils who have special educational needs achieve very well because teachers match work carefully to their needs, and the support provided by teaching assistants is very good. Higher-attaining pupils achieve well.

Main strengths and weaknesses

- Pupils achieve very well in the Foundation Stage because of very good teaching and rigorous assessment
- Pupils achieve very well in English and science in Years 3 to 6 and in history and mathematics throughout the school because they are highly motivated and hard-working, teaching is good, and because effective strategies to raise standards have been put in place
- Very good teaching and leadership are leading to very good achievement by pupils with special educational needs, especially those with statements
- Achievement in ICT and in RE is not as strong as that in English, mathematics, science and history

Commentary

National test results and other performance data

1. The results of the 2004 national tests for pupils in Year 2 were much better than those reported at the last inspection. Over the past four years, the results have improved at a faster rate than for most schools. In 2004, almost all the pupils reached the expected level and in mathematics about a half gained the higher Level 3. Overall, the results were better than those gained by pupils in *similar schools*.*

* '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	16.9 (17.6)	15.8 (15.7)
writing	16.0 (17.2)	14.6 (14.6)
mathematics	18 (18.5)	16.2 (16.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year

2. In Year 6, the 2004 results were better than those reported at the last inspection. Over the past four years results have improved at a faster rate than the national trend. In 2004, the results were well above average in English, mathematics and science. Pupils did much better than those in other schools who gained the same scores in the Year 2 tests. The proportion of pupils gaining the higher Level 5 was well above average compared with schools with similar results when the pupils took their Year 2 tests. Weaknesses in some

pupils' writing prevented them from reaching the higher Level 5 but these have now been addressed.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.4 (29.1)	26.9 (26.8)
mathematics	28.8 (28.8)	27.0 (26.8)
science	31.1 (31.3)	28.6 (28.6)

There were 44 pupils in the year group. Figures in brackets are for the previous year.

3. Although results for the past three years have been well above the national average in the national Year 2 tests, the work of the current Year 2 is only above average. The standards attained by the current pupils in Year 6, though not quite as strong as those of the 2004 year group, are still well above the national average. Pupils' work shows there to be good achievement in Years 1 and 2 and very good achievement in Years 3 to 6. This is supported by national comparisons with similar schools and by the Local Authority value-added analysis of reading and numeracy test scores. There is good achievement in Years 1 and 2 because the teaching is good. In Years 3 to 6 there is very good achievement because teaching again is good and also because the pupils' enthusiasm and self-discipline have a greater impact, especially on the output of written work.

Foundation Stage (nursery and reception classes)

4. Children achieve very well in the Foundation Stage. They achieve very well in the areas of personal, social and emotional development, mathematical development, physical development, creative development and knowledge and understanding of the world. They achieve well in communication, language and literacy. There is very good achievement overall because teaching is very good, the curriculum is very well-planned and children are provided with a wide range of learning opportunities. The rigorous assessment of children's progress also contributes to their very good achievement. Children are very well prepared for the start of Year 1 by the time they leave their reception classes.

Pupils in Year 1 and Year 2

5. Pupils achieve well in Years 1 and 2. Teaching is good, providing pupils with a good grounding in basic skills. Pupils achieve well in reading. Although their reading results were only in line with those of similar schools in 2004, the focus this year on teaching letter sounds three times weekly in ability groups is having a good impact on reading skills. Pupils are responding very well to the challenging Beatrix Potter set book and some are able to talk about characters and themes in the book with sophistication. Teachers provide a good grounding in basic writing skills in Years 1 and 2 and, again, pupils achieve well in writing. Their information booklets are particularly good, showing care and a very good grasp of how to structure information. Parents play a significant part in sharing books with their children and ensuring the frequent practice that brings success. In mathematics, pupils achieve very well and make very good progress because the teaching is good and pupils behave very well and work very hard. By the end of Year 2, they add and subtract well and are developing satisfactory skills in dealing with larger numbers. In science, pupils achieve well, developing a very good knowledge of basic scientific facts and very good investigational skills. In history pupils attain well above national expectations and achieve

very well. In ICT and RE, the only other subjects where there was sufficient evidence to make a judgement, pupils attain in line with national expectations and achieve satisfactorily.

Pupils in Years 3 to 6

6. Pupils achieve very well in Years 3 to 6. Progress in reading is very good, with many pupils reaching high standards by Year 6. They continue to enjoy reading, partly because of the high profile it receives and the teachers' own enthusiasm. Pupils develop a very sophisticated understanding of literary techniques and terminology. In writing, pupils make good progress but standards in writing are lower than standards in reading in Years 5 and 6. Pupils make very good progress in writing in a range of styles, particularly the high attainers. Progress with spelling and punctuation is only satisfactory and girls are more accurate than boys. The school has identified extended writing as an issue and is currently addressing the problem well. Pupils achieve very well in mathematics. Higher and lower attaining pupils achieve well and pupils make very good progress with their written and mental number skills. A focus on problem-solving this year has led to pupils achieving very well in this area. In science, pupils achieve very well, particularly in their knowledge and understanding of scientific terminology and their investigational skills. Science booster classes in Year 6 are also very effective in raising achievement. As in Years 1 and 2, standards in history are well above expectations and pupils achieve very well. Standards are, again, in line with expectations in ICT and RE and achievement is satisfactory.

Pupils with special educational needs

7. These pupils achieve very well throughout the school. The school welcomes all pupils, whatever their special educational needs, and makes sure that they are involved fully in all aspects of school life. The school supports these pupils very well, both academically and emotionally. During the inspection many lessons were observed where pupils with special educational needs made very good progress because of the encouragement from staff, with teaching assistants playing a particularly effective role. The individual plans for pupils with the most severe needs are excellent. They are detailed and provide specific targets and activities related to the area of need. The teaching of the pupils with statements is particularly effective and these pupils are making significant gains in their personal, as well as their academic development.
8. There has been good progress in the standards attained since the last inspection. There is no sign of complacency. The school is continuing to strive for even higher standards.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and their behaviour is very good. The spiritual and cultural development of pupils is good and their moral and social development is very good. Attendance is good and pupils arrive at school punctually.

Main strengths

- Pupils behave very well in lessons and around the school
- Very good relationships and respect for others contribute significantly to the school ethos
- Very positive attitudes to their work help pupils to achieve very well
- Pupils are given very good opportunities to take responsibility and develop their confidence and sense of community

Commentary

9. Pupils like school and come with a real wish to do the best they can. Parents are appreciative of the fact that their children like school and are encouraged to become mature and caring young people. In the majority of lessons pupils work very hard, listen attentively and enjoy their learning. Pupils are able to work well on their own and in small groups with

equal confidence and so they develop good learning skills. They enjoy class discussions where they share their views clearly and politely. A good example of this was in a Year 3/4 English class where all pupils were eager to give their own examples of words that were persuasive and encouraged the reader to agree with the author's views. The discussion was very lively and everyone wanted to join in but they listened carefully to what others were saying while they waited for their turn to contribute to the discussion. Very good relationships at every level are a notable feature of the school, and in lessons this contributes to the very constructive learning environment that exists in many classes.

10. Behaviour has remained very good since the last inspection because pupils respect the behaviour code and meet the high expectations that are set. They talk about the rules they want in their class but feel an equal respect for the rules of the whole community. All teachers, teaching assistants and lunch-time supervision staff are clear and consistent in managing behaviour and this contributes to the happy and friendly atmosphere in the school. Some parents expressed concern about poor behaviour. The inspection found that bullying and oppressive behaviour is not a feature of the school but poor behaviour does occur from time to time. There have been one permanent exclusion and three fixed period exclusions recently for persistent rude and challenging behaviour. When poor behaviour does occur, incidents are investigated carefully and pupils are confident that matters are dealt with quickly and fairly.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	270	3	1

The table gives the number of exclusions, which may be different from the number of pupils excluded.

11. Pupils of all ages accept a range of responsibilities in the school very willingly. They are very proud of the help they give in class and around the school and many help younger pupils at lunch-time and by acting as buddies to help in the playground. Pupils feel they have a part to play in making their school a happy and well-ordered place. They are rightly proud of the buddy system led by Year 6 pupils because it helps ensure that playtimes are happy and relaxed occasions when pupils mix well. The School Council is greatly respected by pupils and staff and provides a positive opportunity for all pupils to contribute their ideas about the school. One recent suggestion of the Council and the buddy groups has been the introduction to the playground of a friendship bench. All pupils take their duties seriously and this helps develop their mature and caring attitude.
12. Attendance is above the national median and there is very little unauthorised absence. In each year group there are a number of families who take holidays in term-time but the majority of pupils attend promptly and regularly. Attendance is monitored appropriately by the school and the Education Welfare Officer visits regularly to provide additional support on matters of attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.1
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.

13. Pupils understand very well that what they do affects other people and this contributes to the very good relationships in the school. They understand very clearly the difference

between right and wrong. Lessons, assemblies and the school's personal and social education programme are used well to focus on important social and moral issues. Pupils are able to work well together in activities and enjoy raising money for charities, recognising that they can help others less fortunate than themselves. From their class studies and from visits to such locations as Colchester Castle they gain a good understanding of their own culture and history. In their studies of ancient Greece and Egypt they also reflect on other cultures of ancient civilizations. They value nature and enjoy exploring plants and flowers. Celebration of the richness of spring was evident in many classrooms during the inspection. Pupils understand that people come from different backgrounds, cultures and faiths and they show respect for others, especially within their own school community. Opportunities for pupils to find out about the diversity of cultures in their own country and in the world beyond have improved since the last inspection and pupils' cultural development is good overall. Pupils enjoy learning about religions and how the lives of other children are different from theirs. There are planned opportunities in assemblies to reflect quietly and consider the lives and contributions of famous people to improve the world and lives of other people. Spiritual development is promoted well in quiet periods in lessons and through the gentle care that is shown to pupils on a daily basis, as well as in the planned opportunities for prayer and reflection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils, and a number of aspects are very good. Teaching is good overall, with some very strong features. The curriculum is good, with strengths in many subjects and a very good quality and range of activities outside lessons, particularly in music. Good whole-school systems are in place for assessing pupils' developing knowledge and skills. At classroom level, however, information about what pupils already know and can do is not always used well enough to plan the next steps in their learning. Marking is satisfactory. Pupils are cared for and supported well. The school has good partnership with parents, and good links with other schools and the community.

Teaching and learning

The quality of teaching and learning is good. Children are taught very well in the nursery and reception classes, which gives them a very firm foundation for future progress. Throughout the rest of the school, teaching is good. It is very good in history and good in English, mathematics and science. In ICT and RE it is satisfactory. Assessment is satisfactory.

Main strengths and weaknesses

- Teachers' very good classroom management skills are leading to very positive attitudes from pupils and a fast pace of learning
- Children receive a very good grounding in the Foundation Stage because of highly skilled teaching and rigorous assessment
- Teachers have very good subject expertise in English, mathematics, science and history and they use this to challenge and extend pupils
- The pace of learning is slowed down in a minority of lessons because teachers spend too much time on some activities

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	14 (30%)	21 (45%)	8 (17%)	2 (4%)	1 (2%)	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.

14. Teachers have very good classroom management skills. They have high expectations of behaviour and classroom routines are well-established from the start of the Foundation Stage. This is helping to establish a fast pace of learning with minimum time wasted between parts of lessons, for example between whole class and small group work. Learning sessions in the nursery, where up to eight activities are taking place at the same time, are particularly well-managed. In all lessons taught by permanent teachers, teaching is characterised by the calm authority of the teacher. Teachers are quick to praise pupils when they do well and they make sure that good behaviour and work are recognised. This is helping to establish very good relationships with pupils and an ethos in lessons where pupils' work is valued and they are very keen to do well.
15. Another significant strength of teaching which is contributing to the pupils' enthusiasm in lessons is the quality of the classroom displays. Throughout the school – in classrooms, the activity areas, corridors, and the foyer - there are colourful and exciting displays. Often these are referred to and used in lessons to enhance learning, for example the artefacts on display in history and RE are used very effectively. There is an outstanding display of art work which includes the work of professional artists as well as pupils; it is particularly strong in the Year 3 and 4 area. There are also some excellent displays of booklets the pupils have produced, for example the moving toys booklets in Years 1 and 2 and the poetry and

rivers booklets in Years 5 and 6. Displays have created an exceptionally attractive environment for learning and are a reflection of the teachers' commitment and hard work.

16. The teachers' very good knowledge of the subjects they teach and how children learn best play a large part in the very good achievement by pupils. In the Foundation Stage, teachers plan a wide range of interesting, practical activities that excite the children's interest and help them to learn. In Years 1 and 2 teachers have a very good grasp of the best ways to teach basic literacy and numeracy and the use of speaking and listening activities to extend vocabulary and reinforce concepts. In Years 3-6, permanent teachers have a very good knowledge of the National Curriculum programmes of study and what pupils need to learn to get to higher levels. This is leading to skilful questioning which is extending pupils' skills and knowledge in many lessons. Teachers are using their understanding of how pupils learn to set activities in lessons which make them more focused and prepared. These include the use of a wide range of visual aids, and the use of "brain gym" in lessons which involves exercises to make pupils more receptive to learning. Good use is also made of moving pupils around the classroom to enhance learning. A good example of this was in a history lesson where pupils moved around the class to observe how other groups had classified historical sources.
17. Resources are used well in lessons. They are well-organised and used creatively. In the Foundation Stage a wide range of resources are used to help pupils learn, such as computerised toys for measuring distances and teaching direction. The well-resourced play areas, such as the small simulated office with a toy computer and telephone, are also used very effectively. There are some good examples of the use of computers but opportunities are being missed. The school has three computerised whiteboards but these were not used to best effect during the inspection.
18. Some parents expressed concerns about how well teachers were providing for the range of ability in the mixed-age classes. Apart from the occasional lesson, teachers are matching work to the range of ability well throughout the school. In nearly all lessons where pupils are not set by ability teachers provide different levels of work. One area which is not so well-developed is the identification and targeting of work on individual pupils who are making slower progress than others.
19. Most lessons are well-structured, with the clear beginning, middle and end stages recommended in national guidance. Teachers provide a good range of oral activities, though opportunities for drama and role-play are being missed. Occasionally the timing of lesson activities goes awry and the start of the lesson or the group work is allowed to go on too long. This slows down the pace of lessons and sometimes leaves too little time for the last part of the lesson where teachers draw together what has been learnt.
20. Pupils have a very positive approach to their learning and, coupled with the good teaching, this explains why they achieve very well. In the great majority of lessons, the pupils are very keen to learn. They want to be involved, and they make a very good effort with the tasks they are given. Pupils enjoy reading and keep careful records of the books they read. They often become very excited when they learn new things. They work extremely hard and this is exemplified by the time and effort put into the booklets they have produced. The very well-structured and comprehensive history project booklets on Britain since the 1930s are a good example of this.
21. Some parents had reservations about the guidance given to pupils when homework is set. During the inspection the homework set was appropriate and instructions were clear.
22. Pupils with special educational needs are taught very well. Teachers are providing challenging and interesting work for them and each pupil with more severe needs has a

very good individual education plan, with detailed targets and recommended activities to achieve them. The special educational needs co-ordinator has a high level of expertise and she is well-supported by some very skilful teaching assistants. The pupils with special educational needs are taught sensitively and effectively and teaching assistants liaise well with teachers before lessons begin. The support for pupils with statements is particularly effective and some of the records of what they have produced, containing photographs and observations, are excellent.

23. The assessment of pupils' work and the use made of assessments to plan lessons is satisfactory overall. It is very good in the Foundation Stage where there are comprehensive assessment and daily tracking systems in place which teachers use very well to plan the next steps of learning for individual pupils. In Years 1-6 marking is satisfactory overall. It is good in English and history but only satisfactory in mathematics, science and religious education where the quality is inconsistent. Helpful targets are set for all pupils termly which are known by pupils and parents. Weekly assessments of the progress pupils have made with units of work highlight those pupils who have not achieved objectives but teachers are not targeting them in lesson plans, unless there is a particular focus such as in writing in Years 3 to 6 last year.
24. The teaching of history is very good and the teaching of English, mathematics and science is good. It is less strong in ICT where it is satisfactory. In RE there is sometimes an over-dependency on worksheets which is affecting pupils' involvement in lessons. In ICT, teaching is inconsistent and teachers are not making enough use of pupils' levels of attainment in planning work.
25. Since the last inspection teaching has improved well. It has moved from good to very good in the Foundation Stage and there is a higher proportion of good and very good lessons.

The curriculum

As at the time of the last inspection, the curriculum provision is good. It is planned well to meet the needs of all pupils in an effective way. It is enhanced very well by the many extra-curricular activities and range of visits and visitors. Accommodation and resources are very good.

Main strengths and weaknesses

- The curriculum is well-balanced, with a very strong provision for English, mathematics and science
- The curriculum for pupils with special educational needs in classes and in withdrawal groups is very well planned
- The curriculum provided for mixed-age classes is addressing well the wide range of abilities
- A very good range of extra-curricular activities is provided for pupils
- The provision for gifted and talented pupils is developing but not yet systematic enough

Commentary

26. The curriculum is well-managed and structured. It is broad and balanced and meets the statutory requirements for the National Curriculum and RE. Provision for pupils in the Foundation Stage is very good. There is also very good curriculum provision for English and mathematics. This includes: booster groups; other additional classes targeted on below average and underachieving pupils; and well-managed ability sets for phonics in Years 1 and 2 and for mathematics in Years 3 to 6. The booster classes in English, mathematics and science are proving very effective in raising standards and the writers' workshop organised for older pupils has had a clear impact on the quality of extended writing being produced.

27. The allocated time for teaching in Years 1 and 2 is within the guidelines, but in Years 3 to 6 it is slightly below. The time allocation for all subjects except PE conforms to recommended times. There are good plans in place for all National Curriculum subjects for all year groups which cover key areas and also enable the pupils to progress well. History and geography, and art and design and technology, are taught alternately in blocks of time. This is well-managed and key areas of the National Curriculum are covered well.
28. The provision for the personal development of pupils is good. There is a policy on sex and relationships education which ensures this area is taught in discrete lessons. The drug and alcohol abuse policy ensures that this area is incorporated effectively into the personal, social and health education (PSHE) programme. This year a visiting drama group was used to explore issues around the dangers of drug and alcohol abuse. The school has clear policies in place on equal opportunities and race equality. Many aspects of personal development are well-integrated into discussions during PSHE lessons, circle time, assemblies, buddy groups and in lessons generally.
29. The school has a very strong climate for learning which promotes equality of opportunity very well and results in pupils feeling valued members of the community. Pupils have their needs catered for very well by teachers working closely with a number of very well-focused and qualified teaching assistants. The provision for the pupil with English as an additional language is thorough. The provision for pupils with special educational needs is very good. A range of very good programmes are provided to meet pupils' needs and good use is made of visual aids. Pupils are taught well in mixed-ability classes, where they are fully accepted by their peers, who respect differences in learning and social development. The school ensures that every pupil takes part in a production at least once a year. Last Christmas the production was 'signed' so as to include a pupil who has a speech impairment.
30. Establishing links across subjects has been a focus this year and, although there have not been any significant innovations to the way subjects are delivered, some good links have been established between English and other subjects. Literacy and history have been linked together effectively in Years 1 and 2 and there have been some good links between English and geography in Years 5 and 6 where poetry writing was taught as part of a project on rivers.
31. The curriculum provided for high-attaining pupils is good overall. The mathematics sets are meeting the needs of the more able in Years 3 to 6 and there has been additional provision for pupils to help them reach Level 5 in writing. A policy for identifying and supporting the more able pupils has recently been introduced but this is at an early stage of development. Some parents with children in mixed-age classes had concerns about how effective they were. There is very good planning of work in most of these lessons and pupils receive a curriculum matched to their needs and levels of ability.
32. A very good range of visits and visitors makes a significant contribution to the success of the whole curriculum. External visits are carefully chosen to complement current topics, for example to Castle Hedingham, Colne Valley Railway, Ipswich Museum. Year 6 pupils annually experience an enjoyable and personally enriching residential activity week. Visitors have successfully run sessions on various cultures such as those on Caribbean dance and poetry, Christmas in France, and South African song and dance.
33. Pupils are keen to participate in the wide variety of extra-curricular clubs provided, which include for example recorders, guitar, art, textiles and cookery clubs. The school is very involved in inter-school sports and has had success in soccer, gaining an award for girls football and being runners-up for boys football and mixed rugby. Seasonal sporting clubs, mainly for pupils in Years 5 and 6 include: boys and girls football, netball, cross-country running, hockey, rugby touch, rounders, and cricket. Striker Football and French clubs are

available for pupils in Years 2 to 6 and there are choir clubs for pupils of all ages. Inspection findings do not support the parents' view on the lack of clubs for younger pupils.

34. The school is generously staffed by well-qualified teachers. These include: two advanced skills teachers, two in the Foundation Stage who have been judged by the Local Authority to be leading practitioners, and one leading mathematics teacher. They are effectively supported by a high number of well-qualified teaching assistants. All areas of the curriculum have co-ordinators in place except for science which is temporarily covered by the headteacher. There is currently one teacher on a temporary contract pending the appointment of a permanent member of staff.
35. The accommodation is very good overall. All classrooms are spacious, and have connecting activity areas, where staff can work with small groups of pupils who are withdrawn for extra support sessions. There are some specialist rooms, for example a music/television room and an ICT suite. Although the ICT suite provides a good opportunity for the subject to be taught weekly, it is not large enough to accommodate whole classes for lessons. The school grounds are extensive and landscaped with an adventure playground, and they are well maintained. They are used well to conduct close observational work in science and for outdoor activities in PE. There is an outdoor unheated swimming pool which is used during the summer months to enable pupils from nursery to Year 4 to learn to swim. Pupils in Years 5 and 6 attend a local swimming pool. There is a very clear emphasis on creating an environment where pupils and adults are happy to work and where displays are excellent.
36. Overall, the school has a good range of resources in all subjects which are used well to support pupils' learning. Resources are centrally stored and clearly labelled. There is good provision of books in the classrooms, as well as in the shared areas.
37. There has been satisfactory improvement since the last inspection when the curriculum was similarly judged to be very good in the Foundation Stage and good in the rest of the school.

Care, guidance and support

The school ensures that all pupils are well cared for and their welfare, health and safety are a high priority. Pupils are very well involved in the work and development of the school. Support and guidance are good.

Main strengths

- There is excellent care and guidance in the Foundation Stage
- Child protection matters are well-organised
- Staff show very good commitment to the care of pupils
- Induction arrangements of new pupils are very well-organised
- Pupils' views are well sought and greatly valued by the school

Commentary

38. Pupils are well cared for by all staff in a loving, well-organised and cherishing community. Their safety and well-being is of great importance and they are supervised and looked after well throughout the school day. The good example provided by staff and the emphasis on caring is also reflected in the way that pupils treat each other with respect and show concern. Outside agencies are well used to extend the care provided by the school, for example the support offered by the Education Welfare Officer. Child protection matters are managed sensitively and the headteacher and deputy have undertaken recent update training for their designated role. Policies relating to health and safety are implemented well and regular inspections of the school premises and equipment are carried out. Pupils who are unwell are well cared for and many staff have qualifications in first aid. Pupils with special educational needs receive very well-planned support. The environment in the school and outside is welcoming and pupils feel secure and able to confide in staff when they have problems. They know they will be listened to and they will be supported and helped.
39. Pupils and their parents are introduced to the school by well-structured and sensitive plans that enable them to explore and become comfortable in their new school life. Nursery staff visit local playgroups and get to know children in advance of their first visit to the school. There is sympathetic attention to the needs of parents at the time of their children beginning school. Staff take time to meet all parents and explain all aspects of the school to new parents to reassure them and make sure they are fully involved with their child's education at an early stage. Parents also value the sensitive manner in which pupils are helped to make the move to the next stage of their education at the end of Year 6.
40. Teachers and other adults know the pupils in their care very well. Personal development is sensibly monitored by teachers and information is used well to promote pupils' development and progress as they move through the school. Staff treat pupils with kindness and respect and enjoy talking to them and helping them. A good range of information is collected about pupils' academic progress but the use of assessment data is variable. It is used very well to guide and promote the achievement of pupils with special educational needs. The use of assessment data to identify and support pupils who are not achieving as well as they could is less satisfactory and whilst some provision is made to promote improved achievement it is not sufficiently well targeted to be of maximum effect. Targets are set for pupils and regularly reviewed but the process is not systematic. Overall monitoring of pupils' academic development is sound.
41. Pupils' views and ideas are greatly valued and used well by the school. The School Council provides a regular forum for pupils to express their views and share ideas about developments in the school. They are elected to this responsibility by classmates and take their role very seriously, canvassing the views of their classmates and reporting back on what the Council has decided. The minutes of Council meetings are well displayed in school and the staff members representing teachers and the mid-day supervisors have an

equal part to play in decision-making. The buddy system is also an effective route for pupils to make their views known. Working in tandem with the School Council the buddy groups regularly review their role and identify ways to provide more help and care for others, especially at playtimes. They feel that what they have to say is important and treated with dignity and respect by the headteacher and staff. Respecting pupils' contributions to school life is a very positive feature of the school.

Partnership with parents, other schools and the community

The school has good partnerships with parents, the community and other schools.

Main strengths

- Parents are well informed about the school and their children's achievement
- Many parents are involved in the school on a regular basis
- The school is well used by the community
- The good links with other schools ensures that pupils transfer happily on to their next stage of education

Commentary

42. Parents value the school and respect that teaching is good so their children are encouraged to work hard, make progress and mature. They feel comfortable in approaching the school if they have problems or concerns and feel that they and their children are treated fairly. Parents are grateful for the way they are kept informed about their children and the welcoming approach from the school.
43. Parents are well informed about the school through the prospectus, regular newsletters, the school web site and a regular and informal exchange of information at open sessions when parents are welcome to come and look around the school and see the children at work. Some parents did not feel they were kept well informed about their children's progress. The inspection did not support this view. There are two opportunities each year in the autumn and spring terms when parents meet with teaching staff and discuss pupils' progress. Reports at the end of the summer term are well set out, informative and give parents a secure picture of how their child has worked and achieved during the year. They also highlight some areas in which pupils can improve their work especially in English, mathematics and science. A very helpful initiative has been the maths games library which has been in place for two years. A numeracy training session is held for parents and is valued by the families who use it.
44. Parents provide good support in many areas of the school on a regular basis and give invaluable help with school visits and extra-curricular activities. The School Association is both a social and fundraising group and through its efforts there have been valuable additions to playground facilities and to the school book stock. Parents are consulted very well and their views are greatly valued and taken into account by the school in monitoring and planning future developments. Any complaints are dealt with promptly and effectively.
45. The school is very much part of village life and pupils join in many village activities. The links between the school and the community have remained good. People from the local community make good use of the school facilities, including Brownies and Guides meetings. Local elderly residents also contribute to the school and some help with reading activities and talking to children about their own life experiences. Local residents are invited to join the school community to enjoy school productions, fairs and sports events. Pupils are sensitive to the needs of local residents and to those beyond their own immediate community and this adds greatly to their maturity and sense of awareness of the world around them.

46. The school works well with other schools in the area, sharing information and support for the good of each individual partner. For example, the local pyramid of schools runs some joint training events and shares expertise on a regular basis. The good links with schools locally ensure the arrangements for the transfer of Year 6 pupils to secondary education are efficient and sensitive so that pupils are well-supported in what could be a stressful experience for them. They are well prepared for their move to secondary school by visits and a chance to meet key staff at their prospective new school. Partnerships with local schools have remained good since the last inspection.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher's leadership is very good. The leadership by other key staff is good. Governance and school management are good.

Main strengths and weaknesses

- The headteacher displays very good vision and is setting out a clear agenda for improvement
- Leadership of the Foundation Stage and special educational needs are very good
- Some key staff are effective but subject co-ordinators do not monitor the work of colleagues and pupils' performance sufficiently rigorously
- Spending is linked well to development priorities and finances are well-managed

Commentary

47. The headteacher is a very good leader with a clear vision for the future, based firmly on the maintenance of high standards. She has overseen some very effective strategies to raise achievement, especially in pupils' writing and reading. With the support of other staff, she has created a very good, inclusive learning ethos, reflected for example in the high quality displays throughout the school that celebrate pupils' achievements and support their learning and personal development. Other teachers with leadership responsibilities support the headteacher well. The Foundation Stage is particularly well-led and managed. The very good leadership qualities of the headteacher and other staff are recognised by the Local Authority and used as models of good practice to be shared with others. Inspectors do not share the concerns of some parents who feel that the school is not led and managed well.
48. Governance is good. Governors have a good grasp of the school's key priorities. They played a part in a recent review of aims and they are aware of the key priorities in the school improvement plan. They have a good knowledge of financial priorities and future challenges and have planned well for the financial implications of the national agreement designed to ease the workload of teachers. Governors have a good knowledge of the strengths and weaknesses of pupils' achievements and they make good use of national benchmarking data to judge how good the results are. They do not have such a secure hold on how good the teaching is in the school. All statutory requirements are met.
49. The school has a good system of delegation and management. All members of staff are attached to the "Unit" in which they teach, that is a section of the school covering a two-year pupil age group led by a member of the senior management team. This system works well. Regular meetings ensure that all staff are consulted and are involved in making management decisions. Clear lines of communication and support ensure that teachers, support staff, governors and others are all well informed about management decisions. In turn this leads to a very good sense of teamwork where the whole staff shares the same vision and sense of purpose. Consequently, the school has a good capacity to improve.
50. Although this management structure works well, subject leaders focus mainly on work within their own "Unit" and do not monitor pupils' performance or the work of colleagues in other "Units" of the school with sufficient rigour. In particular, test data in English, mathematics and science is not analysed in sufficient depth to enable subject leaders to monitor the rates of progress or identify strengths and weaknesses in performance of different groups of pupils across the school. The self-evaluation conducted by the headteacher and senior managers is largely an accurate reflection of the school.
51. All members of the school community share in the development of the school improvement plan, which includes an audit of progress on the previous year's plan and shows in detail the major development priorities that are currently being pursued. Planning for improvement

is better now than at the last inspection. Plans now include a longer-term vision for the next three years, including financial projections.

52. The leadership and management of special educational needs are very good. The action plan is comprehensive, containing a range of specific actions to improve provision. The curriculum and teaching assistants are very well-organised and pupils' needs are met. Tests are analysed to identify the progress of individual pupils but there is not yet a system in place to provide an overview of the rates of progress of pupils with special educational needs.
53. Financial management is good. Budgets are managed well by all those who have responsibility for spending. Regular reports are available to all account holders and the system for managing the purchase of new stock and equipment is very efficient. Principles of best value are applied well. The school spends nearly all of its income and its reserves are less than the recommended five per cent. This has arisen mainly through the increased spending on special educational needs. The school has taken a deliberate decision to supplement funds to ensure the best possible provision. Whilst this is very effective, the headteacher and governing body know that this has been an increasing drain on resources and will need to be reviewed in the near future in order to maintain prudent financial management across the school as a whole.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	939 000	Balance from previous year	28 000
Total expenditure	922 000	Balance carried forward to the next	15 000
Expenditure per pupil	2 802		

54. There has been good progress in leadership and management since the last inspection. Long-term planning is now in place, finances are better managed and the role of senior managers has been clarified, though, as reported previously, that of subject leaders is not sufficiently developed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is very good.

Commentary

55. Children enter the nursery with a wide range of ability, but overall they have knowledge and skills that are above those normally expected. The provision for learning in the nursery and in reception is very good overall. Children's achievements over their time in the Foundation Stage are very good in all areas of learning, except communication, language and literacy, where they are good. Children make very good progress in personal, social and emotional development, mathematical development, physical development, creative development and knowledge and understanding of the world. Teaching is very good. A very wide range of learning opportunities is given for all children, including those with special educational needs. At the end of the Foundation Stage almost all children achieve the expected goals for children's learning in all areas, and many children exceed them.
56. The curriculum is very good. Children have very good opportunities to select from very well-planned activities that meet their needs. Staff are very supportive of the children and relationships are strong. An excellent level of care is offered to all children, including those with special educational needs. All staff value the contributions which children make and ensure that they are involved in the full range of activities. For example, because one child communicates through sign language, all children are taught and encouraged to make use of it during the daily registration session. The accommodation is good. Two of the three indoor areas are fairly large, bright and airy, but one is significantly smaller than the other two, and does not have the same amount of room for sitting together on the carpet. In addition there is a practical area shared with Year 1 pupils, and a recently extended garden area, with a large sandpit and plenty of room for using outdoor bikes. Over the next few months, the staff will decide exactly where they want to site their large outdoor climbing equipment, based on the children's usage of this new garden. The school's adventure playground is also regularly used. Overall, resources are good and appropriate for the various areas of the curriculum.
57. Leadership and management of the Foundation Stage are very good. Very well-informed and enthusiastic leadership has resulted in successfully combining staff with varied skills into a very effective team. Comprehensive daily assessment and tracking procedures are organised to give teachers a very clear view of children's progress and achievement through the early years' 'stepping stones' They inform teachers very well about what each child needs to learn next. The pictorial records which are kept of children's experiences in all areas of learning are outstanding. Foundation Stage staff make very good arrangements for children as they start school, for example they visit pre-school settings and establish very supportive links with parents. Many parents regularly give their time in supporting children's learning activities during the school day. Because a creative area of learning is shared with Year 1 pupils, children are enabled to make a smooth transition into Year 1. Improvement since the last inspection has been good, with an improved curriculum, very effective assessment procedures and higher quality teaching.

Personal, social and emotional development

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

Main strengths

- Very good induction procedures create an ethos of partnership between parents and school

- Children are encouraged to choose activities for themselves
- Children behave very well and play together sensibly

Commentary

58. This area of learning has a high profile throughout the Foundation Stage and children achieve very well. The very successful induction procedures and the welcoming atmosphere ensure that children and their parents become familiar with the surroundings very quickly. Parents are welcomed into the nursery and reception at any time. Very good routines and structures in the nursery help to build confidence and self-esteem for the future. Children know and trust their teachers and supporting adults and are happy to come to school. Very good use of dolls with disabilities and from other cultures helps them to learn about the lives of others.
59. Teaching is very effective across the Foundation Stage because teachers have clear expectations of children's behaviour and achievement. They encourage the children to choose their own activities and this results in their becoming increasingly independent. For instance, in the nursery eight topic-related activities may be happening at the same time. The teachers encourage children to experience several activities during that period of learning, although the choice remains the child's. In reception, staff plan many opportunities for children to develop their social skills and, as in the nursery, continually offer encouragement, support and praise. Children are sensitive to the needs of their friends and support each other very well through their kind acts. They share toys and equipment sensibly and behave very well both indoors and on the playground. They are keen to learn and develop enquiring minds, because of the enthusiasm of their teachers and the other adults who care for them.

Communication, language and literacy

Provision in communication, language and literacy is very good.

Main strengths and weaknesses

- Teachers develop children's listening and speaking skills very well, but writing skills are not as well-developed
- The children respond very well to story-telling and learn to handle books appropriately themselves
- Very good opportunities are given for children to learn letter names and sounds

Commentary

60. Children enter the nursery with a range of communication and literacy skills. Many can express themselves very articulately, and they develop further their very good listening and speaking skills. Children achieve well, so that, by the end of reception, the majority of children can listen and communicate their ideas through speaking and drawing. Many can hold long conversations very confidently. Their language and literacy skills improve because staff have a very good understanding of how young children learn, and in all activities there are very good opportunities for children to develop their language skills. Children communicate well with each other during their collaborative activities.
61. The teaching of language and literacy is very good. Children's early reading and writing skills are taught systematically. In the nursery, children listen to, and can sequence, a story. They can recognise their names. In reception, very good questioning ensures that all children have the opportunity to enjoy and develop their language, and many children can write their names legibly. Puppets are sometimes used in the Foundation Stage classes and these focus the children's interest. Very good role modelling by staff encourages children to pronounce new words clearly, for example when children were listening to and recognising initial sounds and short vowel sounds. They are given daily opportunities to make up stories during role-play activities. Their writing skills, although still strong, are not quite as well-developed as their other communication skills. However, some of the

imaginative writing of more able children makes use of a good range of simple vocabulary, and all children are given support in this area of learning appropriate to their needs.

Mathematical development

Provision in mathematical development is very good.

Main strengths

- Many children can recognise, count and order numbers up to twenty
- They explore a range of mathematical language

Commentary

62. Teaching and learning are very good. Practical activities and games are used to strengthen children's understanding. Some nursery children developed their counting skills by discovering 'hidden treasure' in the sand tray, while others counted the number of pegs they were putting in the tree. A computerised toy was used very well by reception children for mathematical activity which included programming the direction and distance in which the toy was to move. Most mathematical concepts are taught orally and children are also given sufficient opportunity to develop their fine motor skills in recording numbers onto whiteboards. By the time children leave the Foundation Stage, most can securely count and recognise numbers up to twenty, and some can correctly add on and take away numbers within twenty. More able children can write number sentences using the correct symbols. Children use mathematical language very well; for example, when describing the amount of water in a jug, they used the terms full, empty, larger and smaller accurately.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is very good.

Main strengths

- Children have many opportunities to use ICT for exploring this area of learning
- Good resources are available and children use a wide range of construction materials
- Children enjoy learning about the world around them

Commentary

63. Very good opportunities are given to develop children's knowledge and understanding through discussion, investigation and observation. Teaching and learning are very good. The computers are used very well across the Foundation Stage to encourage the children to become confident when using the mouse and the keyboard. They could describe how they had used software to draw pictures and make weather charts. A computer microscope was used to observe at close quarters the roots growing from a conker and the children were fascinated by what they saw. Staff encourage the children to use a wide variety of resources to build and make their own models and the children understand how to use these resources effectively. The main topic of the term about 'growing things' captured the children's imagination, and it was linked well to the story of 'Jasper's Beanstalk'. The questions which cascaded from the children when the teacher suggested they might plant some beans was proof of their eagerness to learn and find out about the world around them. Reception children had been out in the school grounds looking for mini-beasts and were very excited when they saw a beetle trying to escape from their jar. They decided he would prefer to be back in his natural habitat! Opportunities are given to celebrate festivals from other cultures such as Divali and Chinese New Year, and photographic evidence showed the children enjoying a Chinese meal.

Physical development

Provision in physical development is very good.

Main strengths

- A wide range of opportunities are provided to extend children's manipulative skills
- A very good secure area outside supports physical development

Commentary

64. Opportunities for challenging children's physical skills are very good because of the outdoor garden. Nursery children use a variety of cycles. They can also currently use the main school adventure playground equipment, until their own climbing equipment is in place. Staff are always there to offer support and encouragement for new skills such as learning to pedal a tricycle. Teaching is very good. Reception children were observed making very good use of space and were clearly aware of others while practising their body symmetry. Younger children found balancing more difficult but enjoyed the challenge of an obstacle course. Very good provision for the development of specific skills, such as hand/eye co-ordination, pencil control, cutting, sticking, handling paint-brushes and manipulating materials, was evident. Children were observed using tweezers to separate white, green and brown beans, and very small clay 'magic beans' were successfully decorated with felt pens.

Creative development

Provision in creative development is very good.

Main strengths

- A wide variety of creative opportunities is provided
- Teachers take every opportunity to foster the children's imagination

Commentary

65. Teaching and learning are very good with appropriate opportunities given for children to explore colour and shape with a wide range of techniques and materials. Nursery and reception children had made some very good models of rockets from junk materials. They are able to investigate sounds and some enjoyed making music by playing claves with a good sense of pulse. Each Foundation Stage room has a role-play area and children are given good opportunities to develop their creative and imaginative skills. In the topic of 'growing things', children had to choose for themselves a method of creating a seed bag which could be securely fixed. A tray contained the following items which the children could use: sellotape, address labels, staples, blue tack, glue or a hole-puncher and wool. The latter method of threading wool through the holes made by the hole punch was discovered by one boy towards the end of the session, and when his friends saw how efficient his method had been, they wanted to know how he had done it!

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Pupils achieve very well by the end of Year 6 because of good teaching, good improvement strategies and the very good attitudes of pupils
- Standards in writing are lower than those in reading in Years 5 and 6
- Not enough use is made of assessments in targeting work on individuals and groups
- Teachers have very good subject expertise and classroom management skills
- Although there are strengths in subject leadership there is not a clear enough overview of pupils' attainment and rates of progress in different aspects of the subject and year groups

Commentary

66. The standards attained by the end of Year 2 are above the national average and by the end of Year 6 they are well above the national average. Results in the 2004 end of Year 2 national tests were above average in reading and well above average in writing. For the past three years similar school benchmarking grades for reading at the end of Year 2 have been below those in writing. Attainment in the current Year 6 is well above the national average but standards in reading are much higher than those in writing. The results in the annual Local Authority reading tests have been consistently above the Suffolk average in recent years for 7, 9 and 11 year olds but the value-added scores are higher for pupils as they get older. Speaking and listening skills are well above national expectations throughout the school.
67. Pupils' achievement is good in Years 1 and 2 and very good in Years 3 to 6. Although teaching is good throughout the school, achievement is better in Years 3 to 6 because the very good attitudes and hard work of pupils have more impact on standards. The school has identified knowledge and use of letter sounds as an area of comparative weakness in Years 1 and 2 and has provided rigorous "phonics" teaching this year with pupils taught in phonics ability groups three times a week. With this increased focus on phonics pupils are achieving equally well in reading and writing in Years 1 and 2. They enjoy reading and in lessons showed considerable enthusiasm for the Beatrix Potter books they were studying. They use a range of strategies to work out unfamiliar words. Handwriting is good and simple spelling and punctuation are accurate because of skilful teaching which pays close attention to basic skills.
68. Achievement in reading is very good in Years 3-6. Pupils enjoy books and they have a very good grasp of the techniques employed by authors and poets. The high profile given to reading by teachers, particularly the colourful display of recommended books and authors in the Years 5/6 activity area, is enhancing pupils' interest in reading. Achievement in reading is higher than that in writing in Years 5 and 6 mainly because of the difficulties some pupils have with spelling and punctuation. In Years 3-6 pupils are particularly good at writing in a range of styles. Very good quality stories, information booklets, play-scripts, letters and autobiographical writing are being produced throughout these year groups. Achievement in speaking and listening is a major strength. Pupils grow in confidence as they move through the school and they are very good at paired and small group work by the end of Year 6.
69. Teaching and learning are good throughout the school. The planning of lessons is very thorough and all lessons observed were well-structured. The management of classes is very good. In all lessons, classroom routines are well-understood and teachers are consistent in their approaches. This is leading to a fast pace of learning with no time being

wasted when activities change in lessons. All teachers have very good expertise in English. The teachers in Years 1 and 2 have a very good grasp of techniques for teaching basic reading and writing skills and teachers in Years 3-6 are very knowledgeable about the teaching of writing and literature. There is a good variety of activities in all lessons, with a very good balance between reading, writing, speaking and listening activities. Work is well-matched to pupils' ability in lessons, though generally there is not enough targeting of work on those pupils who are making the slowest progress. In some lessons observed the timing went awry and this led to the pace of learning being lost, especially when there were overlong lesson openings. The marking of pupils' work is informative and regular.

70. The leadership and management of English are good. The main strength has been a recognition of the weaknesses in the 2004 national tests and the rigorous action taken to address them. In particular the new phonics groups in Years 1 and 2 and the focus on extended writing in Years 3-6 is leading to very good achievement by pupils overall. There has been an effective drive to improve the teaching of speaking and listening throughout the school. The role of the curriculum leader in monitoring and evaluating teaching, planning and the standards by each year group is not sufficiently developed. There has been good progress since the last inspection. Standards have improved and teaching has remained good.

Language and literacy across the curriculum

71. The pupils have very good skills in reading and writing and these are enhancing their learning across the range of subjects. Teachers are alert to the links that can be made between English and other subjects, and are promoting English skills well. In Years 1 and 2, some English and history lessons are combined, and teachers are effectively teaching pupils to classify information from sources as well as develop their skills in reading and writing. In a series of lessons, teachers in Years 1/2 combined work in design and technology with English and this led to some very good information booklets on moving toys. In Years 3-6 teachers are also good at linking English skills in a range of subjects. A good example is the poetry anthology on rivers produced by Year 5/6 pupils in geography lessons.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 are above average and pupils achieve very well throughout the school
- Teachers plan well for the needs of all pupils and teaching is good overall
- Very good class relationships and pupils' attitudes to work make a very good contribution to learning and achievement
- There is insufficient monitoring of performance to guide improvements in teaching and to ensure high academic standards

Commentary

72. Results in the national tests for pupils in Year 2 and Year 6 have been well above the national average and well above the standards of pupils in similar schools in recent years up to 2004. Standards in Year 2 and Year 6 this year are not as high although they are still above average. The current Year 2 group contains more pupils with special educational needs and fewer higher-attaining pupils than in previous years. Teaching in the Year 1 and Year 2 classes is good and the pupils themselves behave very well and work hard. As a result, despite the changing composition of the group, the proportion of pupils likely to reach the higher levels of attainment in the national tests later in the year is above the national average and achievement overall is very good. The pupils currently in Year 6 achieved just

above average results when they took the Year 2 tests in 2001 and the group contains fewer higher-attaining pupils than is usual for the school. Work seen and predictions of performance suggest that standards in Year 6 now are a little below those attained last year. However, as in Year 1 and Year 2, teaching in Year 3 to Year 6 is good and pupils are very well-motivated. Consequently, pupils have made very good progress since 2001 and their achievement is very good.

73. By the end of Year 2, higher-attaining pupils confidently add and subtract numbers to 100 or so. They work out simple problems, often involving money. Other pupils usually work with smaller numbers, although work in number patterns especially shows that nearly all pupils are developing satisfactory skills with larger numbers. Higher-attaining pupils have a good understanding of multiplication as repeated addition. Most pupils measure objects around them accurately in metres and centimetres and describe familiar shapes such as cubes and triangles. By the end of Year 6, pupils have good written and mental computational skills with whole numbers, decimals, fractions and percentages. There is little difference in the standards of higher and lower attaining pupils except for occasional slips due to faulty recall of basic facts such as multiplication tables. An increased focus on problem-solving this year has led to improvement in this aspect of mathematics. Standards in problem-solving are average, although pupils are not always able to identify all the stages needed to find the answer. Many pupils have a good understanding of area and perimeter, angles and related properties of a range of two-dimensional shapes. Work in data-handling is less well-developed although nearly all pupils have sound graph drawing and interpretation skills.
74. Pupils in Year 1 and Year 2 are taught in mixed-ability, mixed-age classes. Pupils in Year 3 to Year 6 are taught in 'sets': groups of similar attainment drawn from a two-year age group. Both of these teaching arrangements work well. Planning is good and work is matched well to the abilities and needs of pupils. As a result, pupils of all ages and abilities make good, sustained progress, which accumulates year-on-year so that achievement over the longer term is very good.
75. Teachers ask searching questions that require careful, clear thought and they give pupils ample opportunities to explain their thinking. For instance, pupils were asked to show how they can work out $15\frac{1}{2} \times 8$ by adjusting the numbers to 31×4 because this gives the same result and is easier to calculate. Class management and relationships among all adults and pupils are very good. Pupils behave very well and are keen to show what they can do. As a result, lessons move on briskly and learning is purposeful. The positive learning ethos this generates contributes very well to pupils' achievements. Teachers explain new ideas well. However, some teachers talk too much, explanations are sometimes too long, and pupils have too few opportunities to work things out for themselves. This restricts their progress and achievement over the course of the lesson as a whole. Teachers and support assistants work well with groups of lower-attaining pupils and those with special educational needs. As a result, all pupils take a full part in lessons and pupils with special educational needs progress equally as well as others in the class. Additional "booster" lessons for lower-attaining pupils in Year 5 and Year 6 are effective in raising standards. Marking of work is inconsistent. At its best teachers give good guidance on how to correct and improve work, but this good practice is not widespread.
76. Leadership is good and management is satisfactory. Unit leaders support colleagues in their own Unit well. The mathematics subject leader supports teachers well and has developed a very good scheme of work. There is insufficient monitoring of teaching, planning and pupils' work across the school, although some effective improvement strategies have been put in place and there has been satisfactory progress since the previous inspection.

Mathematics across the curriculum

77. Pupils use their mathematics and numeracy skills satisfactorily in science, to record and analyse experimental data, and in ICT, for instance through the use of simple algebra when developing mathematical spreadsheet models such as shopping to a fixed budget. There is insufficient inspection evidence to assess use in other subjects.

SCIENCE

Provision in science is very good.

Main strengths and weaknesses

- Standards in science in the 2004 test results were very high at the end of Year 6
- Practical investigative work and scientific enquiries are well-established throughout the school
- Pupils have a very good attitude to their learning and behave very well in lessons
- Good displays of topic-related work reinforce learning
- There is an insufficient use of information and communication technology to support science
- There is insufficient evidence of data to track pupils' progress throughout the school

Commentary

78. Standards are above average at the end of Year 1 and well above average at the end of Year 6. Teacher assessment results in 2004 at the end of Year 2 were in line with the national average. The percentage of pupils achieving the higher levels was well above that found nationally in all aspects of science. In the end of Year 6 national tests, results were high compared with the national average. Attainment at the higher levels was also well above average. Overall, pupils' achievement is good by the end of Year 2 and very good by the end of Year 6. Teaching is good throughout the school but the booster classes and pupils' very positive attitudes are leading to better achievement in Years 3 to 6. Pupils' very positive attitudes to science work are clearly demonstrated in their level of interest and perseverance in lessons.
79. There is a good emphasis on investigative work and the use of correct scientific vocabulary which is evident throughout the school. Alongside good investigative skills, pupils' base of scientific facts and knowledge is very well developed. Pupils in Years 1 and 2 make close observational drawings of plants and label them well. They use scientific language well such as root, stem, leaf and flower. In Year 6, the pupils can identify the carpel, stamen, anther, stigma and style and can dissect plants to find the pollen and the ovule. Pupils are very aware of what fair tests are and how to control variables. This is evident in their work on electricity where the length of the wire and the voltage of the battery were controlled to work out how to make the bulb dimmer. Pupils know how to tabulate results and draw conclusions from their findings. In their written work, results are tabulated clearly and presented well. Pupils in Year 3/4 can make simple circuits and demonstrate them in their work. Pupils in a Year 1/2 class also have a very good grasp of electricity and are able to group household items into those that use mains electricity and those that are battery-operated.
80. Teaching and learning, as indicated by the lessons observed and pupils' work, are good overall. No lessons were observed in Year 5 because science is not taught in the summer term. Work in the mixed-age Year 1/2 classes is planned appropriately to match pupils' abilities. Very good use is made of the school grounds to extend investigative work, for example, to help pupils identify the different parts of plants. Year 6 pupils benefit greatly from the provision of booster classes, which contribute significantly to their achievement in the national tests. Displays in classrooms are of a very high quality and are used well to enhance learning. The classroom display of diagrams of a simple circuit experiment in a Year 3/4 lesson reinforced effectively the learning of scientific vocabulary such as battery,

bulb, mains, conductors, switches. Some good practice in using computers to magnify pollen grains and plant cells was seen in one lesson, but generally not enough use is being made of ICT. Teaching assistants are very effective in supporting pupils with special educational needs and those for whom English is an additional language.

81. Work is regularly marked with ticks and crosses. Marking often gives praise eg. 'super work', 'good', 'accurate labels'. However, not all teachers consistently identify the reasons. Some pupils are not required to respond to marking, for example by completing titles of experiments or tabled results. This means that pupils have a weaker understanding of what constitutes good achievement and how to improve. An exception to this was in a Year 1/2 class where the teacher had commented, 'How is electricity dangerous?', and in a Year 3/4 class 'Great, did you predict this result?'
82. Leadership and management are effective. The headteacher is temporarily covering the post of the co-ordinator. Through monitoring of teachers' plans and discussion with pupils she has ensured that the planned curriculum is being consistently taught but there has been no observation of science lessons. The co-ordinator knows clearly where best practice takes place and where individual teachers would benefit from sharing ideas and methods. With such leadership, there is good capacity for teaching and learning to improve further on the current good standards. There has been satisfactory improvement since the last inspection. Standards have improved, teaching remains good and leadership and management remain effective.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is satisfactory.

Main strengths and weaknesses

- Standards are in line with national expectations and achievement is satisfactory, but both could be better
- ICT lessons are organised effectively to make good use of the small computer suite
- The quality of teaching is inconsistent and varies from good to poor
- There is not enough monitoring of performance to guide improvements to teaching and to raise standards

Commentary

83. Throughout the school pupils have good computer operating skills. Most pupils in Year 1 and Year 2 load programs and save work on the computer network on their own, although a few need help at times. They experiment with text and pictures and reach expected standards in work such as pictures of houses and short stories. They use the Internet to find information, for instance to identify the parts of a flower. They have a good understanding of simple control technology and explain enthusiastically how to write short sequences of instructions to make a floor “robot” move around. Pupils in Year 3 to Year 6 are clearly very experienced in using computers and older pupils effortlessly switch from one program to another. Pupils in Year 5 and Year 6 use the Internet very well, for instance to find information on rivers for use in their geography projects. They have good word-processing and desktop publishing skills and present attractive, well-developed reports. Pupils understand simple principles of spreadsheet modelling and computer control but have not yet had experience in using ICT to monitor and measure data automatically, for instance measuring temperatures in science experiments.
84. Although satisfactory overall, there is too much inconsistency in the quality of teaching. Across the school, teachers’ expectations in ICT are not as high as they are in English, mathematics and science. Consequently, pupils attain lower standards and achieve less well in ICT than in these other subjects. Where teaching is good, explanations and demonstrations of new skills are short and clear. Pupils know what they have to do and there is a good sense of purpose to the lesson. For example, in one lesson seen pupils used the Internet to find information on life in Ancient Greece. They were set a number of specific research questions that required careful examination of the information they found on the website. Pupils were absorbed in their work and there was a sustained quiet buzz of activity. Pupils made good progress in the lesson. Where teaching is less successful it is because pupils are not always clear about the purpose of the tasks they are set or because the work assumes levels of knowledge that pupils do not yet have. For example, when comparing the advantages and disadvantages of presenting information in conventional book form with a multimedia website approach, pupils had little idea of relevant criteria by which to compare the two. Consequently, investigation lacked clear direction and pupils became easily distracted. Sometimes teachers plan too many activities for the time available, and although explanations are good there is insufficient time to complete work.
85. The ICT suite is small, especially for classes of older pupils. However, teachers use it effectively, often splitting the class into two halves for practical activity following the initial introduction. This works well generally because it enables pupils to work individually and prevents overcrowding, and it makes good use of teaching assistants to lead the activity.
86. Pupils reach the levels of attainment that are expected for their age but there is little evidence of higher attainment. Standards and pupils’ achievement could be better. The ICT co-ordinator provides good technical support for colleagues, for example training them in the use of new programs. However, there is insufficient rigorous monitoring of the quality of teaching across the school or standards of pupils’ work. Consequently the ICT action plan does not have a sufficient emphasis on promoting high standards and achievement. There has been satisfactory progress since the last inspection.

Information and communication technology across the curriculum

87. There are some good examples of cross-curricular use of ICT, for instance the examples quoted above in geography and history. Word-processing is used well in English, for example to write “Fantastical Tales “ stories and poems. In history lessons good use is being made of videos and digital cameras. There are some missed opportunities to make cross-curricular links. In one lesson seen, pupils made good progress in learning new computer “painting” skills, but these were learnt in isolation. The lesson would have had

added purpose through the use of a Mondrian-style painting to stimulate interest and to give pupils ideas for their own work. The school has sufficient resources for ICT and computers around the school are used by small groups of pupils to practise mathematics and English skills. Very good use of ICT is made in the Foundation Stage. The school has identified improved cross-curricular use of ICT as a priority in the school improvement plan. There are encouraging signs of early development.

HUMANITIES

88. No **geography** lessons were taking place during the inspection and there is insufficient evidence to make overall judgements in geography. Completed topic work on rivers in Year 5 and Year 6 is generally of good quality and well up to expectations for pupils of their age. Pupils of all abilities make good use of ICT for research and to present information they have found. Pupils use their literacy skills well to draft and refine work. Higher-attaining pupils produce extensive portfolios. Other pupils write less but nevertheless levels of understanding and knowledge are generally equally secure. Pupils have a good understanding of the physical processes associated with rivers such as the development of waterfalls and ox-bow lakes. Diagrams are usually clear and well drawn. Pupils use geographical terms such as “gorge” and “rapids” correctly in written explanations. They have a good understanding of the importance of major rivers in the world, for instance as shipping routes, sources of hydro-electric power and their use for irrigation. Some Year 5 folders show good understanding of the conflict between conservation and exploitation of tropical rainforests such as the Amazon Basin. There is insufficient evidence to assess standards in other areas of the school. The curriculum plan covers all areas of the National Curriculum for geography.

History

Provision in history is very good.

Main strengths

- Very skilful teaching is leading to very good achievement and some outstanding project work
- The planning of the curriculum and the organisation of resources are very good
- Colourful classrooms displays and the use made of visits are contributing very well to pupils’ enjoyment of the subject

Commentary

89. The standards being attained by pupils are well above expectations by the end of Year 2 and the end of Year 6. The achievement of pupils is very good throughout the school. Pupils have a very good grasp of historical facts by Year 2 including: changes to the way people live, such as life before electricity; life in castles and how they were built; and the Bayeux tapestry. They can ask simple questions about the past and they are able to use sources. By the end of Year 6 they show a very good grasp of how to use sources, for example holiday brochures, and how to evaluate their value. Well-designed timelines in classes and regular reference to them is leading to very good progress in the pupils’ sense of chronology. Pupils have produced some outstanding project work, particularly on Britain since the 1930s, Ancient Egypt and Victorian England. In this work pupils show excellent skills in selecting and ordering information.
90. Teaching and learning, as indicated through lessons and pupils’ books, is very good. Some very good teaching was observed which was enthusiastic, fast-paced and made excellent use of resources. An example of this was a Year 5 lesson where the teacher asked the class to classify Ancient and Egyptian sources in groups and evaluate what they told us

about the time. At the end of the lesson pupils moved from group to group like museum visitors. Lessons are very well-structured but in some there is not enough targeting of work on the most able. Very good use is made of ICT, such as digital cameras and videos in history lessons. Pupils with special educational needs are well-supported by teaching assistants and cope with the work well. Pupils' books are well-marked by teachers.

91. The leadership and management of the subject are very good. The curriculum is very well-planned and is supported by well-organised and interesting resources. The subject leader has considerable expertise and enthusiasm for history and is providing very good support for other staff with their lesson planning. Pupils' work is sampled by the curriculum leader and feedback is given to staff. Very good use is made of visits and visitors to add to pupils' interest and learning, for example through yearly historical visits for all classes and through visits by a local historian. There has been very good progress since the previous inspection when pupils' achievement and the teaching in the subject were satisfactory.

Religious education

Provision in religious education is satisfactory.

Main strengths and weaknesses

- Respect for different faiths and beliefs underpins all teaching and learning activities
- Pupils have very positive attitudes to learning about different religions
- Teachers use worksheets too frequently for pupils to record their work and this limits the opportunities for them to write independently and creatively

Commentary

92. Pupils' attainment in religious education is in line with the expectations in the Locally Agreed Syllabus in relation to pupils' knowledge and understanding of religious practices and the concept of belief. This is similar to the findings of the last inspection. Pupils' achievement is satisfactory overall.
93. Pupils show a satisfactory level of understanding of the Christian faith and other major faiths, such as Islam, Judaism and Sikhism, and their traditions as they progress through the school. Pupils in the mixed Year 1/2 classes were familiar with the story of Christmas and some typical Jewish family religious devotions. They know about Shabbat being the day of rest, and that the challah is the special bread prepared for Shabbat. In one Year 1/2 class the more able pupils could explore similarities between the challah and Christ being the Bread of Life. The teacher's very good subject knowledge enabled her to explain the difference and clear any misconceptions. In a Year 3/4 class the pupils know about Islam, that Muslims pray to their god Allah and the Koran is their holy book. Pupils compare and contrast some aspects of Christian and Muslim faiths articulately. In Years 5 and 6 pupils have a good grasp of Christianity and a good understanding about places of religious importance such as churches synagogues and mosques Pupils are able to understand appropriate class rules, for example 'silence' and 'friendship', and design them themselves. Their overall understanding in religious education is in line with that expected for their age.
94. Teaching and learning are satisfactory overall with some very good teaching in Years 1 and 2. Most lessons are well-structured but teaching generally lacks pace and excitement. Resources and artefacts are used effectively so that pupils are interested and motivated by the work provided. Pupils are given an opportunity to handle them and this is leading to some very descriptive responses. There is good provision for pupils to discuss their work and collaborate. In the mixed Year 1/2 classes, work is matched to the wide range of abilities well. In one class the more able Year 1 pupils were set the work planned for the Year 2 pupils. Teachers manage their pupils well and encourage them to show respect for other people's feelings. Questions are well focused and build well on pupils' knowledge and understanding. Occasionally teachers make too much use of commercially-produced worksheets. Where teachers are confident enough to be flexible in their approach to the lesson, as in a Year 6 lesson on signs and symbols, the pace is brisker and the pupils are more motivated. The very positive attitudes which pupils bring to the subject support their progress very well.
95. Resources support the topics well and are still in the process of being developed. In the mixed Year 1/2 classrooms there are interesting displays of artefacts, which support the topics. In Years 3 to 6 there is insufficient evidence of pupils' work on display.
96. Teachers keep notes on pupils' attainment. Marking does not tend to show pupils how they can improve, and it is often limited to ticks and crosses because of the worksheets. However, in Years 3 to 6, where independent writing is required in some of the tasks, there are opportunities for teachers to make comments which could be more meaningful and helpful for pupils.

97. Leadership and management are satisfactory. The co-ordinator is very enthusiastic about her role and is keen to encourage flexibility in the use of the scheme. She has worked very hard in collecting and collating resources for the Suffolk scheme of work and has also included some useful and relevant websites. The school has good links with local Christian churches. A Bible club is run weekly by a school governor for pupils from Year 2 to Year 6, which is well attended. There has been satisfactory improvement since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

98. Too few lessons were observed in art, music, design and technology and physical education to be able to make judgements about provision in any of these subjects and they are not reported in detail.
99. One **art** lesson was seen during the inspection, a very good range of art work and displays were looked at and a discussion was held with the art co-ordinator. In the lesson seen, pupils had a good opportunity to work with clay and link their learning to their history topic of the Ancient Greeks. They were successful in making pots using clay coils, as well as designing and drawing Greek pots with appropriate patterns and pictures. Their sketch books showed evidence of drafting their work and some included evaluations with points for improvement. Pupils have many opportunities to learn about other artists and emulate their work.
100. Only two **music** lessons were seen during the inspection. A choir meets regularly, and all pupils have opportunities to gain in confidence by being involved in school productions during the year. In one of the lessons seen, pupils responded well when singing Gujarati lyrics to a song accompanied by Indian bells, and were able to choose the appropriate instruments which could represent aspects of weather. In the other lesson, pupils worked well collaboratively as they created rhythmic movements to represent a gnu, using body symmetry and good paired co-ordination. They were encouraged to make careful judgements about the mood of the various pieces of recorded music.
101. One **design and technology** lesson was observed, a discussion was held with the acting co-ordinator and a very small sample of pupils' work was inspected. Standards of work seen in the limited work samples are in line with expectations for pupils of their age. Wheeled vehicles made by pupils in Year 1 and Year 2 are designed soundly, with simple diagrams to show what pupils intend to make, instructions for assembly and evaluations of the end product. Finished products are robust and the overall quality of assembly is satisfactory. Motor-driven fairground rides and model World War II air raid shelters made by pupils in Year 5 and Year 6 are also designed and made to the standard expected. Some pupils write extensive evaluations of their finished work, listing for example what they found hard, such as accurate assembly of motor and elastic band drives, and what they would change, such as building on a larger base to prevent the model falling over. The lesson seen was very good. Building on what they already knew from previous investigations, pupils developed paper design patterns for making a moccasin-type slipper. Pupils were clear what they had to do, and excellent class relationships and management ensured that the lesson proceeded briskly. Pupils worked hard in small groups and because good demands were made of them they achieved very well. Most groups successfully completed initial patterns by the end of the lesson. Practical investigation was very successful in developing pupils' understanding of the difficulties in making patterns for three-dimensional objects using flat materials.

102. Only one lesson was observed in **physical education** because of the school's timetabling arrangements. School documentation was inspected and discussions were held with the subject leader. The National Curriculum is taught as required. The school provides a good balance of lessons between gymnastics, dance and games, through the use of the Suffolk scheme. Resources for physical education are satisfactory. There is a good hard-surfaced playground and a large field. The hall is used for indoor activities especially during the winter months.
103. All pupils have an opportunity to learn to swim. The school has the use of its own outdoor swimming pool during the summer months. Pupils from the nursery up to Year 4 are taught to swim in the school's pool. Swimming in the local baths takes place for pupils in Years 5 and 6. As a result, most pupils can swim the expected 25 metres in this aspect of the subject by the time they leave the school.
104. In the one lesson observed in the mixed-age Year 1/2 class, standards were above national expectations. Pupils' skills were developed well in throwing objects for distance and evaluating their own performance. They were able to evaluate their own and other's performance and suggest sensible ways to improve and refine their work. The teacher ensured that all pupils, including those who have special educational needs or English as an additional language, were fully and actively involved in the lesson. This was achieved with the valuable support of a teaching assistant. The pupils were well-managed by the teacher and behaviour was very good. The pupils worked very hard throughout their lesson and had very positive attitudes which, together with good teaching, resulted in a good level of achievement.
105. At various times of year the pupils participate in a very good range of extra-curricular activities in sport. Many of the clubs are run by the teachers for pupils from Years 3 to 6. They include boys' and girls' football, netball, hockey, rugby touch, rounders, cricket and cross-country running. The school receives professional support from a local premier club to run clubs such as Striker football for pupils in Years 2-6. Pupils are given good opportunities to compete against other schools. They have won awards for girls' football and been runners up for boys' football and mixed rugby in the past year. The current subject leader is fairly new to the role and has not had the opportunity to monitor teaching and learning formally.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

106. It was only possible to observe two full lessons and one part lesson during the inspection and personal, social and health education (PSHE) is not reported in detail. An interview was held with the subject leader and work was scrutinised.
107. Pupils are producing some good quality, well-considered work throughout the school. A wide range of PSHE is being covered and pupils are producing a good amount of work. In Years 1 and 2 pupils' work shows a good understanding of basic rules and safety, for example in parks. Some well-structured booklets have been produced on the emergency services. In Years 3 to 6 pupils show a growing understanding of PSHE issues such as disputes in the family, household tasks and the contribution pupils make in the home.
108. Pupils' work shows that teachers are covering the PSHE course well. There was a significant difference in the quality of teaching in the two lessons observed. In one, the lesson engaged pupils' interest, was fast paced and was well-planned. Pupils made very good gains in their understanding of how their houses were organised and the contributions they made. In the other lesson, the content did not sufficiently match the pupils' needs and interests and the pupils became restless.
109. PSHE is well led. The scheme of work, based on a Local Authority scheme, is well-planned and interesting and covers key areas in guidance. Sex and drugs education meet statutory

requirements. Sex education is taught separately to pupils in Years 3 to 6, following consultation between teachers, parents and governors. Drugs education is taught as part of the PSHE programme in Years 5 and 6. The assessment of pupils' PSHE work was started this year. The curriculum leader has monitored display work in classrooms but has not yet scrutinised pupils' books.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).