

INSPECTION REPORT

COCKFIELD CE VC PRIMARY SCHOOL

Cockfield, Bury St Edmunds

LEA area: Suffolk

Unique reference number: 124694

Headteacher: Mrs Ann Morley

Lead inspector: Dennis Maxwell

Dates of inspection: 15th - 17th November 2004

Inspection number: 266646

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 – 9
Gender of pupils: Mixed
Number on roll: 67

School address: Church Lane
Cockfield
Bury St Edmunds
Suffolk
Postcode: IP30 0LA

Telephone number: 01284 828287
Fax number: 01284 828287

Appropriate authority: The governing body
Name of chair of Mrs Jane Manvers
governors:

Date of previous 22nd February 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Cockfield is a Church of England, Voluntary Controlled primary school, and is much smaller than other primary schools. There are 67 pupils on roll and all children come from white British heritage families. The level of mobility amongst the pupils is below average. The socio-economic circumstances of the families with children at the school are broadly average. The proportion of children known to be entitled to free school meals is below the national average and the level of mobility amongst the pupils is low. The proportion of children identified as having special educational needs, which are mostly related to general learning or hearing difficulties, is below average. No pupils have a Statement of Special Educational Needs. There is a fairly wide range of attainment amongst the children on entry to reception and their attainment is average overall. The school gained a Schools Achievement Award in 2001 and again in 2002. It benefits from involvement in community provision related to the Family Learning Programme, the Community Use of Facilities and having a pre-school building on school grounds.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8798	Dennis Maxwell	Lead inspector	Foundation Stage Mathematics Science Art and design Design and technology Music Physical education
13481	Doug Binfield	Lay inspector	
23300	Lily Evans	Team inspector	English Information and communication technology (ICT) Geography History Religious education Personal, social and health education and citizenship Special educational needs

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	21
AREAS OF LEARNING IN THE FOUNDATION STAGE AND SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	34

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good, successful and purposeful school where children are continually encouraged to do their best. **The school is very effective in its pursuit of high standards.** Leadership and management are very good and, as a result, achievement is very good. Consistently good, perceptive teaching includes all children and promotes reasoning. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well. Standards are above average in reception and Year 2.
- The quality of teaching and learning is good overall. Writing skills are taught very well but pupils' independent learning skills could be extended.
- The curriculum and the arrangement of teaching groups are structured very well to provide enjoyment and challenge.
- Problems with resources mean that information and communication technology (ICT) topics are not being covered evenly.
- Care and guidance are very good and this is a significant factor in enabling pupils' progress.
- The partnership with the community is very good; parents make an excellent contribution to pupils' learning and the level of attendance is excellent.
- The headteacher provides very good leadership in the commitment to high standards.
- The governing body is highly committed and takes decisive action to support improvements.

The school has made good improvement since the last inspection, when it was judged to be a good school. It has thoroughly addressed the few minor points that were identified for action, although there is scope to extend pupils' research and independent learning skills further. The school has made several other substantial improvements, such as with assessment procedures and the library.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	A	D	A*	A
Writing	A	C	A*	A
Mathematics	D	C	A*	A

Key: A - very high; A - well above average; B – above average; C – average; D – below average; E – well below average*

Similar schools are those with similar percentages of pupils eligible for free school meals

Achievement is very good overall, because it is consistently good through the school. Attainment on entry to reception is broadly average. Children achieve well through the impact of good teaching. Most are on course to meet the goals they are expected to reach by the end of reception and standards are above average. Pupils achieve well in Years 1 to 2 because lively teaching and challenging tasks build skills and understanding. Standards in

reading, writing, mathematics and science are above average in Year 2, and standards in ICT and RE are average. Pupils achieve well in Years 3 to 4, since good teaching encourages them to explain and give reasons for their findings. Standards in Year 4 are lower than usual for the school and are broadly average because several pupils have special educational needs. Pupils are on course to improve on their performance compared with when they were in Year 2.

The 2004 Year 2 cohort was very small but standards were very high - in the top five per cent nationally - in each of the national tests for reading, writing and mathematics. The very good policy decision to form separate teaching groups for Year 1 and Year 2 pupils for some lessons last year accelerated their learning and had a significant impact on standards. The year group sizes vary year by year, so the results for one year should be treated with caution. The five-year average from 2000 to 2004 shows that pupils' performance is well above the national average in each test. These results indicate that achievement is very good over time.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Their very good personal development promotes achievement strongly. Most pupils take a lively and close interest in activities. Pupils demonstrate growing maturity through the school; by Year 4 they are keen to take on a wide range of responsibilities. This very good attitude also extends to their work so that most pupils apply themselves diligently. The children's behaviour is usually very good throughout the school, although there are elements of immature behaviour amongst a few pupils. Attendance is excellent and this has a strong impact on learning.

QUALITY OF EDUCATION

The school provides a very good quality of education. Teaching is good overall. Children have a good start in the foundation stage. All teachers engage strongly with the children through their presentations and discussions, and include all children very well. They provide rich and varied experiences, for example about Indian life, so that pupils make good gains in basic skills such as observation, as well as understanding. Teachers' planning is very good. It often sets out how different groups of pupils are to be challenged, although some opportunities to encourage independent learning skills are missed. Assessment procedures are very good and information is used very well.

Provision for pupils with special educational needs is very good. The teaching assistants provide very sensitive and consistent support to pupils' learning. The curriculum offers pupils many challenging activities. Opportunities for activities beyond lessons are very good. The village hall, as a combined facility, offers excellent accommodation. The quality of care and guidance is very good and is a strong influence on pupils' personal development. The partnership with parents, the community and other schools is very good. Children benefit from the very good links with the playgroup on the same site as they transfer to reception. Parents make an excellent contribution to their children's learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very clear educational direction and leadership. She bases her decisions on well-expressed educational principles for providing high quality, worthwhile experiences for the children.

The subject leaders for English, mathematics and science provide good direction and support. As a small school, there is no deputy headteacher and staff work together effectively as a strong team to share responsibilities. Management procedures are very effective in setting high but realistic expectations. Governance is very good. The governors gain a very good knowledge of strengths and weaknesses in the school through their visits. They provide very good, committed strategic direction and ensure the school meets statutory requirements. The school secretary contributes very well to the smooth running of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents and children have a very good opinion of the school. Parents welcome the central role the school plays in the life of the community and the good contacts with members of staff. The children think the school is a happy and busy place to learn.

IMPROVEMENTS NEEDED

There are no significant weaknesses but minor areas for improvement are:

- Create more balance in teaching topics and skills in ICT.
- Extend the challenge and opportunities for pupils to develop independent learning skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good overall, because pupils in all year groups achieve consistently well from year to year. Standards in all three core subjects of English, mathematics and science are above average by Year 2 and broadly average for the current Year 4.

Main strengths and weaknesses

- Children achieve well in reception because provision is good.
- Pupils achieve consistently well in Years 1 to 2 and in Years 3 to 4 because they take a lively interest in activities and teaching is effective.
- Standards in reading, writing and mathematics at Year 2 in the 2004 national tests were very high.

Commentary

1. In the national tests of 2004 at Year 2, standards were very high in relation to the national average in each of reading, writing and mathematics. Standards were well above the average for similar schools. The results for a single year should be treated with caution, however, since the number of children in each cohort is small. This is shown by the results for pupils in Year 2 in 2003 since standards were below the national average in reading, and average in writing and mathematics. School records show that this year group, now in Year 4, has a higher proportion of pupils,

particularly boys, with special educational needs and that support is targeted carefully to address them. The five-year average from 2000 to 2004 is a good overall indicator of standards for this small school. This shows that standards were well above the national average in each test. On average, pupils are a term and a half ahead of the national average. School records and inspectors' observations also indicate that pupils' attainment on entry to reception is broadly average over the years, which confirms the judgement that achievement is very good over time and shows the impact of good teaching. The trend in standards is in line with the national trend. There is no significant difference in the attainments of boys and girls.

2. Children enter reception with broadly average attainment, although this varies each year. Several children have good language skills and experience while some have a limited knowledge of the world around them. Most children have benefited from the good provision in the adjacent playgroup. Transfer arrangements are very good and these help children to settle quickly. There is a very good emphasis on engaging with the children to promote active learning so that they gain a wide range of early skills. Provision across all areas of learning is good in reception and, as a result, children achieve well. They quickly become confident and gain a good range of early language and mathematical skills, taking part in reading class stories and counting activities. The children's good achievement indicates that they are on course to exceed the expectation in all areas of learning by the end of reception.
3. Pupils achieve well in Years 1 to 2 because perceptive teaching is focused very well on building understanding as well as early skills. This approach is promoted through the effective leadership of the subject leaders for English, mathematics and science. In addition, the decision to teach the Year 1 and Year 2 pupils separately for some lessons last year was very effective and helped accelerate learning and raise standards. Standards of current work are above average overall. Standards in reading and writing are well above average, and in mathematics and science are above average. Standards in ICT are currently broadly average since access to computers and their use is an area of further development in the school. Pupils take a very good interest in their tasks, sustaining effort and concentration well, which has a good impact on their achievement. The teachers' skilled questioning and high expectations encourage pupils to think and reason about their ideas. As a result, pupils make good gains in their understanding of the topics. The higher attaining pupils in particular are developing a good level of independence in many subjects, tackling mathematical problems confidently, for example. The pupils talk together continuously about their work, often helping each other over a difficulty. Pupils' recorded work indicates good progress as they begin to form letter shapes neatly and to present their work well.
4. Pupils achieve well in Years 3 to 4 as a result of the teacher's high expectations of pupils. Pupils in Year 3 are relatively high attaining since there are more pupils with special educational needs in Year 4. The teacher's good classroom management includes all pupils well and provides successfully for pupils of differing attainment. Standards of current work in Year 4 are broadly average in English, mathematics and science. However, this masks their good progress in being able to explain their ideas and methods. They are gaining the confidence to take on tasks and as a result their achievement is good. However their standards in finding things out for themselves are not as high. Their skills in recorded work tend to lag behind their speaking skills so that their presentation of work is sometimes untidy. Pupils with special educational

needs are identified early and they achieve well by the end of Year 2 and Year 4 because support is targeted accurately to meet their needs. Parents make a significant contribution to pupils' learning through their interest and support with homework so that pupils' achievement is enhanced.

5. In religious education, all pupils, including those with special educational needs, achieve satisfactorily; they reach the standards expected by the locally agreed syllabus by the end of Year 2 and Year 4. The higher attaining pupils are usually challenged well and have a good level of understanding and skill for their age. Subjects other than English, mathematics, science and religious education were sampled, and standards in the lessons seen in design and technology, ICT and in music met the expectation while in history standards of historical knowledge were above average..

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes and behaviour which, together with excellent attendance, make a significant contribution to their achievement. Pupils' spiritual, moral, social and cultural development is very good overall.

Main strengths and weaknesses

- Pupils are very enthusiastic and work hard.
- High standards of behaviour are seen throughout the school day.
- The wide range of activities provided help pupils' personal development significantly.
- Very good relationships help promote a friendly and effective learning environment.

Commentary

6. During lessons pupils listen attentively and co-operate fully with teachers and support staff. They respond well when answering questions and contributing to class discussions. Written and practical tasks are undertaken conscientiously with due regard to suggestions for improving the quality of presentation. Pupils co-operate fully when working in pairs or small groups. A very good example of this was seen from Year 1 pupils during a mathematics lesson. They took turns to undertake experiments in the use of materials, discussed the results and contributed to the accurate recording of the number patterns. Children in reception quickly become familiar with the expectations and routines. They usually take a very good interest in activities and are on course to exceed the expectation for the personal, social and emotional development.
7. A high standard of behaviour is a consistent feature during lessons, in the dining hall and playgrounds. Pupils understand the school rules and their positive attitudes contribute to the purposeful atmosphere that prevails. Incidents of serious misbehaviour, including bullying, are very rare indeed. Any such incidents are dealt with quickly and fairly in line with clearly defined procedures. No pupil has been excluded in recent years. The school actively promotes respect for others, including a commitment to racial harmony.

8. Pupils' personal development is very good and is enriched by the wide range of activities provided. Examples include the large number of school clubs, a full programme of educational visits and extensive support to charities. Pupils are encouraged to take on responsibilities in class and around the school. A particularly noteworthy example is the exemplary way in which the 'table monitors' undertake duties in the dining hall. Pupils take a good interest in their homework, in which they are supported very well by their parents.
9. Provision for pupils' spiritual, social and moral education is very good and, as a result, their development in these areas is very good. Important features are the successful daily assemblies and a strong commitment to Christian ideals. The vicar takes an assembly each week. Pupils visit the church and take part in special services to celebrate the main festivals. The wide-ranging personal, social, health and citizenship education programme includes many opportunities for pupils to put forward their views and to understand the importance of honesty and fairness. Pupils are polite and helpful to visitors.
10. Provision for cultural development has improved since the last inspection and is now good. Music and drama activities are a strong feature of the school's work. Pupils enjoy taking part in school productions and give maypole and country dancing displays at village events. Visiting speakers and planned educational visits to museums help promote learning about the arts. A much stronger emphasis is now placed on multi-cultural issues. The school library includes many books on other cultures. All pupils visited a replica African village and were able to learn about aspects of the lives of local people. Pupils, staff, governors and parents took part in a very successful India Day highlighting the dress, food and customs of the sub-continent. Last year Christmas gifts were sent to needy children in Eastern Europe and a donation was made to help provide a water supply to undeveloped countries.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.0
National data	5.1	National data	0.4

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

11. Attendance is excellent and attendance levels in recent years are well above those seen in most schools. There has been no unauthorized absence. Pupils arrive very punctually and a prompt start to lessons is made each day. These aspects make a significant contribution to pupils' learning.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. Teaching is consistently good and promotes worthwhile and extensive learning amongst the children. Assessment procedures are very good and the school provides a very good curriculum overall. The care and guidance for pupils are very good. The partnership with parents, the community and with other schools is very good.

Teaching and learning

The quality of teaching and learning is good overall through the school. There are very good assessment procedures.

Main strengths and weaknesses

- Teaching is good in reception; lively discussions promote good learning.
- Teaching in Years 1 to 4 engages pupils actively in their learning.
- Teachers provide some opportunities for independent learning but these could be extended further, especially in science and subjects such as history.
- Very good assessment procedures track pupils' progress and support teachers' very good knowledge of the pupils.

Commentary

12. The quality of teaching is good in reception. The headteacher shares the teaching with a part-time teacher who is to become the full-time class teacher from January. Teachers establish very good, warm relationships with the children which encourage them to be responsive and engage in the tasks. As a result, learning is good and children achieve well. Lesson planning is very good, based on national guidance, and makes good connections between areas of learning. This was seen, for example, in solving the problem of sharing a picnic equally between six animals, where children were expected to cooperate as well as distribute the items equally. Teachers have mostly good subject knowledge across the areas of learning which they use to good effect in their questioning and discussions. The headteacher, as the foundation stage coordinator and an experienced early years' practitioner, provides strong direction and sets high expectations for the quality of learning. This was seen, for example, in a session on thinking skills for pupils in Year 1. They were challenged to explain differences between two thin blocks, of differing length, and to place others in order so that they formed a graded sequence. Highly skilled questioning and discussion captured the children's great interest and promoted effective learning and achievement. The classroom assistant provides good, experienced support, which enables the reception and Year 1 children to be taught flexibly.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	17	4	0	0	0

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

13. In Years 1 to 4 the teaching of English, mathematics and science is good. The teachers' good emphasis on developing pupils' understanding as well as skills has a strong impact on achievement. The teaching methods are good, including all pupils and engaging their interest, setting a good level of challenge. As a result, pupils are keen to contribute ideas and to explain their findings. There is a very good emphasis on having pupils give reasons to support an answer. Teachers' lesson planning is

generally very good, with clear learning objectives and an indication of how tasks are adapted for differing groups of pupils. A recent significant development is the installation of interactive whiteboards, which are beginning to be used creatively and to good effect to enhance learning. This is also extending pupils' ICT skills because they are keen to write answers on the whiteboard, and several pupils are quick to pick up the commands.

14. Teachers usually keep a good pace to lessons and time the introductions well to give pupils sufficient time for individual or group tasks. Teachers set high expectations for behaviour and are generally consistent in applying strategies which the pupils understand. A few pupils require firm discipline, which teachers manage well to maintain attention. Teachers are observant of the pupils and pick up where there are difficulties. They use their observations well in further questioning and discussion so that learning is improved. On-going assessments are good and teachers are thoughtful in giving praise. Parents provide continuing support with the homework arrangements so that this aspect of independent learning is enhanced strongly. However, opportunities are missed to encourage independent learning skills in school. In history, written tasks are highly directed and research skills not sufficiently developed. In science, there are weaknesses in the way pupils apply practical skills to unfamiliar problems because the resources and methods to be used are often decided by the teacher. Nevertheless, the high level of consistency of good teaching means that pupils achieve consistently well in all stages of the school. Other factors, such as the very strong use of assessment data and the organisation of teaching groups, for example in Years 1 and 2, also contribute to the very good achievement in the school as a whole.
15. The school's assessment procedures are very good, enabling teachers to keep track of pupils' progress and to set clear expectations. The headteacher monitors planning regularly to ensure full subject coverage. She and the subject leaders provide good support which has a positive impact on the quality of teaching and learning. There is continual discussion amongst the staff as a process of shared evaluation. Teachers use assessment information very well to give a National Curriculum level for pupils' work. This process helps meet the needs of pupils with special educational needs so that they achieve well in lessons. Pupils are involved well in discussing their progress and have their own personal targets in their books and in their reading diaries.

The curriculum

The curriculum provision is very good with very good enhancement from after-school activities. The quality of the accommodation and resources is good.

Main strengths and weaknesses

- English and mathematics are promoted strongly and the promotion of citizenship is very strong.
- The provision for pupils with special educational needs is very good.
- The organisation of teaching groups in Years 1 and 2 is very effective.

- ICT provision is satisfactory but practical opportunities for individuals to apply skills across the curriculum are limited by their access to only a few computers in the suite and classrooms.

Commentary

16. The provision for children in the reception year, which was satisfactory at the last inspection, is now good. National Curriculum requirements are met well for all subjects. The curriculum is broad and balanced, and operates successfully on a two-year cycle. All years are taught in mixed age groups. The curriculum is designed well to include all pupils and engage their interest. In a trial in the spring term 2004, Year 1 was separated into a single-age class in order to provide more focused teaching for pupils in Years 1 and 2. This is to be repeated and extended to two terms in the present academic year because of its success in accelerating learning, as evidenced by the results of the 2004 national tests. The curriculum for ICT is requiring review to ensure a good balance across the areas of learning and to evaluate the effectiveness of the present planning for progression in the two-year topic cycle.
17. Pupils benefit from a very good range of clubs and other enrichment opportunities which unusually include all pupils. There are visitors to and visits away from the school, as well as good involvement in the church and broader community. There are satisfactory sporting opportunities including the popular 'Strikers' football club and occasional fixtures with other schools. There are regular dramatic productions and good opportunities for dancing and singing. There is a very good range of clubs and activities beyond lessons such as computer, French, chess, archaeology and an 'eco'-club. Recent special events have been India and science days, Arts Week and Recycling Week, which has resulted in the very good position that all waste materials are recycled as a routine.
18. There is very good provision for pupils with special educational needs because assessment is used very well to plan learning and monitor progress. Pupils have very good support in school in English and mathematics, whether in class and in withdrawal groups or individually, when they work on special programmes to meet their needs with very well informed learning support assistants who keep ongoing records of their progress. Specialist teachers and professionals from the local education authority provide support for pupils with sensory needs. Pupils are motivated well by the good teaching. Withdrawal times are carefully planned to ensure pupils do not miss lessons.
19. The planning for personal, social, health and citizenship education is good. Sex and drugs education practices are currently under review. Through class discussion times, the school council, rewards for achievement and self-assessment at the end of lessons, pupils develop their personal skills well. Citizenship is promoted very well through the school council and the eco-group, and involvement in the local community. For example, pupils from the school attended the local Remembrance Day service at the war memorial in the village and took part in the two minutes' silence. In the school council, pupils make suggestions about how they can raise money for charity. In a bid to help pupils develop their reasoning skills the headteacher has introduced an innovative 'Thinking Skills' programme, produced by University College, London, into school. Pupils are presented with problems which they work on together to solve.

20. Accommodation both inside and out is good and the village hall attached to the school provides valuable extra space for physical education and lunches. In reception, good accommodation overall allows for a variety of focus areas to be planned, and children have good access to the outside. Resources are good in quantity and quality, except for ICT. However, the governors and headteacher are already planning through the school improvement plan for the need to provide more computers, including in the classrooms, to support subjects across the curriculum.

Care, guidance and support

Very good provision is made for pupils' care, welfare, health and safety. High quality advice and support ensures that each child's learning and personal needs are met and that children have good opportunities to contribute.

Main strengths and weaknesses

- A high quality of pastoral support is provided.
- Academic progress and personal development are closely monitored.
- Very good induction arrangements are in place.
- The school council undertakes a helpful role.

Commentary

21. Parents are understandably delighted with the high quality of support and guidance that their children receive. The school has a caring ethos and the members of staff provide ready support and guidance when any concerns or difficulties arise. Extensive help is provided to pupils with special educational needs including assistance from external agencies when required. Academic progress is carefully reviewed and recorded. Pupils and parents are involved in the target setting arrangements and this is contributing well to the good achievement.
22. Governors are closely involved in health and safety issues and recently arranged for a specialist independent review of the school's arrangements. An application has recently been submitted for financial resources to improve the facilities so that the buildings can be used by persons with disabilities. Careful procedures are in place for dealing with any accidents and illness that occur. The health education programme includes appropriate advice on personal hygiene and for the promotion of healthy living. Children under the age of seven now have free fruit or vegetables each morning. Good arrangements are in place for dealing with child protection issues that arise. The school cares very well for pupils with special educational needs. Teachers use the services of outside professionals effectively to support them to meet the needs of those with sensory needs such as hearing impairment. Teachers use relevant targets in individual education plans effectively to guide planning and to help pupils overcome their difficulties. Targets are frequently reviewed and reset as pupils achieve them.
23. Very good arrangements are made for welcoming new pupils to the school. The great majority joining at reception age transfer from the Catey Pre-School that is located on

the school site. All prospective parents receive good quality written information about the school and meet the headteacher during a visit to the school. New pupils are welcomed into the school for a day towards the end of the preceding term. After the end of Year 4 nearly all pupils transfer to Beyton Middle School. An information meeting for parents is arranged by the middle school and pupils spend a morning at the new school during the summer term. The very close liaison on academic and personal issues between staff of the two schools enables pupils to settle quickly in the new school.

24. The school takes pupils' views into account through planned whole-class discussions on such matters as behaviour rules and ideas for social and learning activities. A school council, comprising elected representatives from each year group, has been in place since 2002. This has proved a successful venture. The council has been involved in securing improvements to playground equipment and games; provision of water and drinking cups; the cleanliness of cloakrooms; and the provision of an ash, elm and oak tree in the grounds. The school has decided to take part in a recently launched national scheme aimed at securing environmental improvements. Five pupils have just been elected to the committee to come forward with suggestions as to how the school could make a contribution to such work.

Partnership with parents, other schools and the community

Very good partnership arrangements with parents make a significant contribution to the work of the school. Very good links with other schools and the local community enrich pupils' learning opportunities.

Main strengths and weaknesses

- Parents provide extensive support to the school, especially with the homework arrangements.
- High quality information is provided about pupils' progress and the school's activities.
- There is close co-operation with nearby schools.
- There are very strong links with the church and village organisations.

Commentary

25. Parents show a very keen interest in their children's education. Several parents help during lessons, for example, with reading, mathematics, and art and design. Others assist with educational visits and special events. An outstanding feature is the excellent support that parents provide for homework arrangements. The homework diary system works effectively. Ready co-operation with the class teacher on any issues arising helps to ensure good learning takes place. There are high attendances at school concerts and special events. Extensive support is given to fund raising and other events organised by the Friends of Cockfield School Association. Donations from the association have secured improved learning and recreational facilities in the building and grounds.
26. Parents are provided with very helpful information about the school in the prospectus, the governors' annual report and in newsletters. Informal discussions with staff enable

parents or teachers to deal with any minor concerns in a friendly and helpful manner. Good quality information about progress is given at meetings with the class teacher and to parents of children with special educational needs. The annual written reports are of a high standard. They give a clear view about the pupil's achievements as well as identifying areas for further development. Many parents have taken part in courses at the school in order to gain a clearer understanding about the literacy, mathematics and computer work that pupils undertake. The school seeks parents' views and they are fully involved in regular reviews and helping their children achieve the mutually agreed targets.

27. The school benefits from membership of the Thurston Pyramid of Schools. The headteacher has used such links to secure a joint funding for a project to improve ICT provision. Co-operation with neighbouring schools has helped with issues such as staff training, reviews of school policies and efforts to raise standards. Pupils' learning is helped by the good links with subject co-ordinators from Beyton Middle School. This includes an opportunity to borrow equipment to support music and drama activities. There are very good relationships with the on-site pre-school group who are able to use the school hall for physical education activities on Friday mornings. Students from universities and colleges have visited to gain practical experience in support of their studies.
28. The school has a prominent role in the life and work of Cockfield community. The links with St.Peter's Church have a significant impact on religious education and on pupils' personal development. There is very effective co-operation with the Parish Council and the Cockfield Community Council. Arrangements for the shared use of the village hall and the adjoining car park work well. Field trips in the locality make a helpful contribution to learning. Pupils sing at a local elderly persons' home. They give dancing displays at special events including the village Fun Day. Governors work closely with local organisations and this contributes well to the development of activities in the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher gives very good leadership and the leadership of key staff is good. Governance is very good. Management is very effective because improvements are planned to enable pupils to achieve.

Main strengths and weaknesses

- The school has made good improvement since the last inspection because the headteacher provides very good leadership.
- Governors have a very good grasp of strengths and areas for improvement and give very good strategic direction.
- High ambitions for the children and thorough school self-evaluation are driving forces for improvement.

Commentary

29. The school has continued to improve since the last inspection because the headteacher provides very good leadership and works in effective partnership with the governors and staff. She articulates very clear principles for children's learning to ensure that they have real and worthwhile experiences. As a result, the quality of the curriculum has improved, pupils' achievement is good in each stage of the school and standards have improved in line with the national trend. Pupils' attitudes have also improved and opportunities for enrichment through clubs and other activities are very good. The headteacher, all members of staff and the governors place a high priority on providing for the varied nature of all pupils, so that they all experience success.
30. The headteacher has established very good monitoring and evaluation procedures. The school has a termly monitoring and assessment week which entails a very thorough self-review and provides very good direction for further improvements. Performance management is comprehensive and targets are linked to the school improvement plan. All members of staff are included in the procedures which ensure that there is a common purpose for improvement. The induction arrangements for new members of staff provide good support through visits to other schools and observations. The headteacher has a programme to make regular lesson observations. This is balanced by a cycle of observations by subject coordinators. The headteacher also carries out a good analysis of test results and this, as well as the results of self-evaluation, is used to prepare predictions of pupils' performance and to inform future planning.
31. The subject coordinators for English, mathematics and science give good leadership. As a small staff, delegation means that each teacher carries some three or four subjects as well as other responsibilities. The leadership and management of ICT and religious education are satisfactory since standards in the work seen are average. There is good management oversight to ensure that subject coordinators are enabled to fulfil their duties and that all subjects are visited within a reasonable time cycle. The headteacher, as the special educational needs coordinator, manages procedures very well, monitoring provision closely and putting in support where it is needed. She is also the foundation stage coordinator and provides very good leadership and management. All forms of evaluation are brought together very effectively for a day's conference during which all staff and governors discuss and agree priorities for the school's improvement plan. This plan provides good direction and acts as an effective management tool, although the targets are over-ambitious for a small staff.
32. The governing body provides very good strategic direction which has a direct impact on the quality of provision. They have good ways to visit the school, linking with subject coordinators to make observations and to discuss provision. Through formal and informal contacts they are very well informed about the school's strengths and areas for improvement. They fulfil their responsibilities very well by challenging the school and ensuring that statutory requirements are met.
33. The governors set a prudent budget and agree spending priorities to improve provision and teaching arrangements with children's learning needs and standards in mind. This has been applied to make the part-time foundation stage teacher full time from January 2005 so that reception, Year 1 and Year 2 may be taught in smaller year groups. The same arrangement was made last year and the impact is demonstrated by the very high performance in the national tests at Year 2. Priorities are also to

continue to improve ICT facilities and to extend the stock of library books. The governors take very good account of the principles of obtaining best value. Financial management is good and governors evaluate the impact of their spending decisions well by observing the intended improvements during visits. The carry forward figure into this year's budget is much higher than usual because funds are allocated for the salary of the additional teacher. The school's forecast is for a much tighter budget next year and the governors feel, reasonably, the need for flexibility with a slightly increased percentage in the carry-forward figure since the school is much smaller than other schools. The value for money is good since teaching and achievement are very good and standards are well above the national average over time, although the cost per pupil is above average.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	257,906
Total expenditure	258,938
Expenditure per pupil	3,923

Balances (£)	
Balance from previous year	46,448
Balance carried forward to the next	45,416

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Provision for children in the foundation stage is good, which is a good improvement since the last inspection. Children enter reception with a range of previous experience. Many children transfer from the attractive playgroup which is run on the site, experiencing a very good transfer arrangement. A small number of children has special educational needs and these children are handled very sensitively to enable them to take a full part in activities. The children's attainment on entry to reception is average. They settle in quickly through the good routines and strong emphasis on personal development. Their achievement is good and standards exceed the expectation since the great majority of children is on course to meet the goals children are expected to reach by the end of reception.
35. The children's good achievement comes as a result of good, thoughtful teaching and purposeful management. The headteacher, as foundation stage coordinator, bases the approach on clear educational principles for high quality experience. She provides very good leadership and management. Planning is good and provides fully for all areas of experience. Assessment procedures are very thorough, and used to track the children's progress. Resources are of good quality and set out attractively to encourage purposeful use by the children. Access to the outside is timed appropriately to link with other planned activities. The management of the class is generally good in making provision for the reception children alongside the need to extend the children in Year 1. The part-time support teacher is a newly qualified teacher who receives appropriate release time. She, the headteacher and the classroom assistant work together as a knowledgeable and supportive team. They challenge the children well to develop across all areas of learning. Parents are highly supportive of the reception class and think that the induction arrangements are very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children quickly gain confidence through the combination of warm relationships with the adults and good routines.
- Children are on course to exceed the expectation overall in this area.
- Children are encouraged to work together and to value each other's contributions.
- Adults apply good strategies to sustain concentration and good behaviour.
- Children are keen to take part in activities and are sensitive to those with difficulties.

Commentary

36. Children achieve well in this area because adults encourage them to be responsive and actively involved in their learning. The members of staff place a high priority on helping children to listen attentively and to express their ideas while learning to take turns. Several activities encourage children to work together, such as creating a design with cones, sticks and leaves, and children cooperate better as a result. Snack time offers children good opportunities to share personal experiences within the context of

an orderly routine. They listen sensitively to others and are naturally helpful towards those with difficulties. Children pour out water carefully and pass the cups around to each other sensibly. Several children enjoy choosing a fruit such as an apple or pear, although others are not prepared to do so. Children benefit from wider social occasions such as assemblies, where they mostly listen and take part confidently. Nearly all children are on course to meet the expectation by the end of reception and several to exceed it so that standards exceed the expectation. The quality of teaching and learning is good.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers promote good language development through the good choice of activities.
- Adults promote a love of stories and encourage children to form their own writing.
- There is a rich vein of expressive language in the teachers' discussions with children.
- Children are introduced well to the early skills of handling books and recognising letter sounds.

Commentary

37. Children achieve well in their language development because they are encouraged to express their ideas clearly in the context of worthwhile activities. Children were bursting with ideas about shiny things, for example, and sources of light. Teachers and other adults give a very good emphasis to good, spoken English and children learn to use good forms of grammatical speech. This is enhanced during literacy sessions, which are appropriately short for the reception children. Here, children become familiar with letter sounds and begin to recognise frequently used words in a book. Most children recognise their own name easily and can write it. They know the characters of several stories and have good skill at retelling events, although there is less evidence of children having opportunities to choose to look at a book in a quiet area. The higher attaining children are beginning to read simple texts fluently, using sound and picture clues to tackle unfamiliar words. The children's language development is also enhanced through assemblies, for example, where the vicar has discussed events in the life of Elijah. Children who have special needs are treated sensitively. Teachers speak clearly and directly to them in order to help them concentrate and to understand the ideas. Attainment overall is currently broadly average. The great majority of children is on course to reach the expectation, and a few to exceed it, so that standards exceed the expectation. The quality of teaching and learning is good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Achievement is good in children's number and other mathematical skills.
- Teachers provide good reinforcement of early number skills through lively sessions.
- The good choice of activities promotes good learning.

Commentary

38. Most children enter reception able to count to eight or ten, although they are not quite consistent. Teachers plan well to provide carefully structured activities which challenge and extend the children's understanding of early number. The class discussion sessions are managed well to encourage listening and participation. Children are given good opportunities to count real objects and to understand early relationships such as more by counting on. They use early mathematical ideas incidentally in many other activities, such as finding a space during physical education, fitting bricks and pouring water for drinks during snack times. The quality of teaching is good since interventions are designed to help children to notice relationships and to explain. Most children are on course to meet the expectation for the area by the end of reception and several to exceed it, indicating above average standards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide good opportunities for children to explore a wide range of materials and their properties.
- There is good attention to general health and hygiene.
- Children benefit from the very good interactive whiteboard provision in the classroom.

Commentary

39. Teaching and learning are good. Teachers make good, imaginative provision through the well-managed classroom for children's development in this area. As a result, children achieve well and develop a good understanding of materials and simple properties. For example, children know that we receive light from several sources such as stars and a candle, and that we need light to see by. They know about night and day and that the sun determines this. Children know many properties of different materials through active play with water, sand and construction materials. They know the use of glue for sticking shiny materials on a collage and that water flows more easily than glue or sand. They also know about and respond to how a ball behaves through their physical education as well as playtimes. They also understand something of how their bodies work and the need for food, water and warmth. The children are acquiring a very good feel for the power of computer facilities through the teachers' imaginative use of the interactive whiteboard, such as counting the number of passengers still on a bus when it moves off.
40. Children also have a developing understanding of classroom and school routines. This helps their recognition of the passing of time and that there are agreed ways for aspects of school life, such as lunchtimes. Children gain experience of the wider world

through their homes and trips. The daily arrangement for a child to take Fred Bear home provides a very good focus in understanding about other people's lives. Attainment is broadly average at present but is likely to be above average by the end of reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have many good opportunities to develop fine skills and control through handling equipment and painting.
- The school/ village hall provides an excellent space to develop their larger physical movements and skills.
- Children are taught to handle materials carefully and with respect, including books.

Commentary

41. Teachers plan well to give a wide range of opportunities for children to develop their skills. As a result, children achieve well and learn to hold and use such as pencils, paintbrushes, construction equipment and toys with increasing skill. They prepare pieces of shiny material appropriately and apply glue to make a collage. They hold a pencil carefully as they begin to make the correct shapes of letters. They hold and turn bricks and other construction equipment in order to fit them or build a tower. They are learning to run fluently, to jump and skip. The excellent school and village hall provides a combined facility where children can explore space and movement. Items of large equipment such as tricycles are available for them to learn how to control mechanical toys. Most children are already coordinated and confident physically. Their attainment is on course to be above average by the end of reception. The quality of teaching is good and focused well on enhancing their skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers plan for and develop a wide range of opportunities for creative expression.
- Children delight in expressing their ideas.

Commentary

42. Children respond with very good interest to opportunities for creative expression. Thoughtful and well-prepared activities encourage them to express ideas and images. For example, using a collection of natural materials and after some trials, most pupils produced an attractive arrangement of cones and wood pieces. Some children sprinkled dried leaves freely over their design to create a naturalistic effect and recognised the quality of beauty this produced. Weekly lesson planning is very good

and includes regular opportunities for children's creative ideas. Some activities are available as routine, such as painting, while others are offered as part of the day's theme. This was seen, for example, when children produced a collage of shiny things related to the topic of light. Children take great delight in their creative expressions and are on course to meet the expectation in this area through good teaching and provision.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Achievement of pupils is good overall.
- The quality of teaching and learning in lessons is good with strong features.
- The quality of assessment, tracking progress and planning lessons to meet needs of pupils, is very good.
- Writing skills are taught very well, resulting in very good achievement.
- Teachers and pupils use computerised Interactive whiteboards very effectively in lessons and this is causing rapid gains in pupils' skills in using ICT as well as frustration at not being able to practise independently.

Commentary

43. Achievement for the current Year 2 pupils is very good, and standards are above average in speaking and listening, reading and writing. Achievement for the current Year 4 is good and standards are average, rising from below average standards for national and similar schools at the end of their Year 2. The variation is because the nature of each small group entering the school varies from time to time and the current Year 4 has several pupils with special educational needs. With this one exception, standards have been consistently well above average over the last 4 years. The school has made good improvements in English since the last inspection.
44. Pupils entering school have a wide span of abilities and needs. By Year 1 most pupils have good concentration. The quality of teaching and learning is good overall with some strong features and some very good teaching and learning. Teachers manage literacy in mixed age classes well and older pupils provide good role models for younger pupils for behaviour, good attitudes and a strong work ethic in writing tasks. Support for learning from well-informed teaching assistants is good in small group discussion, reading and writing or individually when pupils make good steps forward in their spelling and reading skills. Pupils with special educational needs make good progress towards their learning targets and homework is used well for spelling and reading.
45. Teachers plan lessons well to meet the learning levels of pupils who all have personal targets attached to books and reading diaries. Spelling, grammar and punctuation are taught very well, which means achievement in writing is high, particularly in Year 2. Parents of children throughout the school have an excellent booklet entitled 'Reading Together' to guide them in reading with their children with suggestions for examples of questions they might ask. A small number of parent volunteers gives good support to the school listening to reading. Another strong feature of teaching is the imaginative use of the recently acquired interactive whiteboards, for example in planning play scripts. Their use enables pupils to have stimulating learning experiences with many a cry of surprise as something hidden is revealed. However, opportunities are missed to word process writing such as their excellent Firework poems because

there are insufficient computers in classes for individuals to use. A few opportunities are also missed to encourage the development of pupils' independent learning skills, through activities requiring research, for example.

46. The curriculum is good because it is broad and balanced and the school is ever vigilant to areas that need to improve such as making more time for extended writing. Pupils learn to write in a good range of genres. In the spring term of 2004, an additional teacher was brought in to make a single year group class for Year 1 and to relieve the demands on the Foundation and Year 1 class. There is evidence from scrutiny of work and progress tracking throughout the school that achievement in reading and writing since then is very good. Reading resources are good and the recently refurbished library has a sound range of fiction and non-fiction texts with good plans to improve resources further. The range of software resources is good. The subject is led and managed well because the whole staff work together to promote good standards. Pupils are encouraged to contribute their own evaluations of their work and these, as well as close monitoring of teaching and learning, and weekly monitoring of evaluations of daily lessons, contribute to thorough tracking of progress. English makes a very good contribution to spiritual, moral and social development and a good contribution to cultural development.

Literacy across the curriculum

47. Literacy across the curriculum is good. Classroom walls and displays are language rich and key words are planned into every subject. Pupils use their writing skills in history to tell about their experiences such as meeting the Roman soldier, and to explain their understandings in personal and social and to retell the story of Zachariah in religious education. As members of the school council and the eco-group, pupils are encouraged and express their ideas and views about changes that might be made in school and how they might raise funds for charities.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in each class because teaching is good.
- Teachers give a very good emphasis to the methods of calculation.
- Pupils' very good attitudes promote active learning.

Commentary

48. Achievement is very good overall. Pupils' achievement is good in Years 1 to 2 because the teaching is good and gives a very good emphasis to understanding as well as mastery of skills. Standards are above average by Year 2. Achievement is also good overall in Years 3 to 4 although the present Year 4 cohort has more pupils with special educational needs who require regular support to make progress. Standards are broadly average by Year 4. The pupils with special educational needs are supported very well and they make good progress in lessons as a result, although they

sometimes lack the confidence to apply their skills independently. Higher attaining pupils are challenged well through effective teaching and interesting tasks. The school has made good improvements since the last inspection.

49. Standards in the 2004 national tests in mathematics were very high, although the results should be treated with caution because there were only six pupils in the year group. Standards in the 2003 tests were at the national average, reflecting the higher proportion of pupils with special educational needs. The five-year average of results at Year 2 is well above the national average.
50. By Year 2, most pupils have a good grasp of number and perform mental calculation accurately. They have an early understanding of the place value of numbers and a few higher attaining pupils are confident to work with numbers in the hundreds. The teacher's very good approach of using a number line to represent repeated additions or subtractions is leading pupils into a secure understanding of multiplication and division and promotes their good achievement. There is a strong emphasis on number. Most pupils demonstrate a high level of interest and effort in response to her lively and effective exposition. Most pupils sustain their effort well to finish the task. Pupils continue to make good progress in the Years 3 and 4 class, where a few pupils need consistent support. Most pupils understand and record calculations using the four arithmetical processes. They use a number line with good understanding but may make slips with the actual calculations. Pupils' previous work shows good subject coverage, including measure, simple geometry and data handling, and that pupils achieve well. Homework is used effectively to reinforce pupils' learning.
51. Pupils take a good interest in their mathematics and generally have good attitudes. They maintain concentration well, which helps promote good achievement. A few pupils experience difficulty sustaining attention and good behaviour during class discussions, more usually in the infant class, but a timely word from the teacher usually resolves the problem. Behaviour is good overall. The quality of teaching is good in each class and very good overall. Teachers' explanations and skilled questioning have a strong impact on pupils' achievement by helping them to focus on the ideas and to reason about answers. The subject coordinator provides good leadership and management so that the approach to teaching and learning is to establish good understanding as well as fluency with skills. The curriculum takes good account of national guidance and is extended well by attention to problem-solving activities. Assessment procedures are very good and are used to set challenging targets for pupils. The subject is resourced well. Teachers are making increasing use of the interactive whiteboards that are recently installed.

Mathematics across the curriculum

52. Mathematical ideas are used in many ways to communicate findings and relationships in other subjects. In physical education children are asked to find a space and to move amongst each other without touching. In science, information is set out in a table, block graph or tally. In design and technology, children measure or form a repeating pattern as they plait materials.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teachers emphasise practical experiments well, which promotes good achievement.
- Standards are above average by Year 2 as a result of good teaching.
- The subject leader has a good understanding of the role and gives good support.
- Teachers provide some opportunities for independent learning, but these could be extended further.

Commentary

53. Pupils achieve well in science because teachers give a good emphasis to practical work. It was not possible to observe a science lesson in the Year 1 and 2 class but evidence of their previous work indicates good achievement over time and that standards are above average. This maintains the position at the time of the last inspection. Pupils have studied topics related to healthy foods by preparing a menu for a healthy school dinner, as well as an unhealthy party menu. They have made an exercise diary and considered safe medicines. They have examined a range of materials and looked at samples that were natural and man-made. They have carried out experiments on changes to materials by heating or cooling, for example with ice cubes; and prepared a table of materials which stretch, bend or squash. Most pupils set out their work neatly for the age. There is good evidence of a practical basis to their work and good subject coverage.
54. Standards of work in the current Year 4 are broadly average, which indicates a lowering of standards since the last inspection. However, the year groups are small and when the present Year 4 were in Year 2, their national test results indicated average standards. Several pupils experience difficulty in applying their skills to unfamiliar problems, so that their achievement is generally satisfactory. Pupils currently in Year 3, in the Year 3 and 4 class, demonstrate good achievement and above average standards. In the lesson observed for the Year 3 and 4 class, the teacher presented a good selection of rock samples and encouraged the pupils to describe some of their properties. She developed a good discussion on how to test for hardness, using their ideas well to prepare them for practical testing. Most pupils understood the need to control how scratches were made in order to be fair, but few initially could suggest how to do this. Pupils cooperated well with each other and demonstrated that they were used to performing practical experiments by cooperating well and deciding on the sequence of procedures. Their attitudes to the task were positive so that they focused well. Those pupils with special educational needs were supported well, helped by the re-arrangement into mixed ability groups. Several pupils have considerable difficulty in writing and recording an experiment, although they persevere well. The teacher's good questioning challenged pupils to think and reason. Higher attaining pupils demonstrate good understanding and skill. The opportunities for pupils to make decisions about their experiments were limited because the approach and materials were decided by the teacher. This also limits their independent learning skills and their ability to apply investigational skills to unfamiliar problems.

55. Taking all the available evidence, pupils achieve well in science and standards are usually above average by Year 2 and Year 4. Pupils gain a good range of investigational skills from the good emphasis on practical work, although at times there is scope for promoting their independence further. Pupils behave well and take a good interest in discussions and activities. The quality of teaching and learning is good. Skilled questioning helps pupils focus on the central ideas so that they understand the ideas and are prepared well. Teachers have good subject knowledge. Marking is generally good, although sometimes comments do not make clear how pupils may improve. Subject coverage is good, with a good selection of related tasks, and is based on national and local authority guidance. It is adapted well for a small school with mixed-age classes. Homework is used appropriately to prepare pupils for new tasks or to help consolidate classwork. The subject coordinator provides good leadership and management. She is in process of trialling a new assessment system which has many good features. The school has made good improvement since the last inspection. There are good, regular monitoring procedures and the coordinator has productive links with a member of the governing body.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

ICT was sampled. Evidence is drawn from the one lesson available for observation, in the Year 1/ 2 class, a portfolio of work and from talking with pupils in Year 3.

56. Standards are average and achievement by Year 2 is satisfactory. Pupils in Year 2 know how to enter save and retrieve work, understand the function of the commonly used keys and know how to log on and off. They explain clearly how to organise data and convert it into bar charts and can explain what the bars mean. They have sound knowledge and understanding of the uses of this technology in, for example, aeroplane autopilot and in supermarket tills. This judgement of average indicates a lowering of standards since the last inspection, as nationally the expectation for pupils' skills and understanding has risen over the years in line with improved facilities. In Cockfield, the limited access to resources in classrooms is still limiting standards in Years 1-3. No judgement is made on pupils in Year 4 due to lack of evidence.
57. However, since the acquisition of interactive whiteboards, pupils' skills in manipulating programs are rising rapidly and their enthusiasm for using this technology is very high. They also use the digital camera and microscope; they plan and use sequences of instructions to control turtles. In the one lesson observed, the quality of teaching and learning was good as the teacher carefully built up the idea of asking and answering questions requiring 'Yes' or 'No' answers. Year 2 pupils created a binary tree which led to the identification of 2- and 3-dimensional shapes, whilst Year 1 pupils were thrilled when they managed to identify shapes by reading and answering questions on screen, guided well by the classroom assistant.
58. Pupils' achievement is limited in practice by the limited access to resources in classrooms as the laptop in each room powers the interactive whiteboards. Planned progression of skills does not extend higher attaining pupils within some topics of the two-year cycle of planning and the balance between topics is uneven as there is a bias towards word processing, data handling and logo. However, ICT makes a very good

contribution to pupils' spiritual and social development through the shared discussions and the unexpected or dramatic effects. The headteacher and governing body are aware that ICT is a rapidly developing subject which requires more classroom resources and a review of planning. The subject coordinator gives satisfactory leadership and management since the curriculum is not fully balanced, although the introduction of interactive whiteboards and other improvements has been planned effectively. Assessment is good and responds to the needs of individual pupils, who have good opportunities to evaluate their own learning. The school has made good improvement in provision overall since the last inspection.

Information and communication technology across the curriculum

59. ICT is planned into all subjects to provide relevant applications. However, the current limitations of resources limit opportunities in practice. The developing use of the interactive whiteboards is extending pupils' understanding of skills and use because teachers use them to present slides of information across the subjects.

HUMANITIES

Religious education is reported in full below. Geography and history were sampled.

60. Teaching seen was good for **history** in Years 3 and 4 and standards of knowledge about history are above average by Year 4. A strength of both history and **geography** is the programme of visits and visitors, which includes the local Member of Parliament. Evidence suggests the curriculum for history and geography is good. In the one lesson observed pupils were very interested in the topic of the Romans, had learned about the life of a Roman soldier from a visiting 'soldier' and had also been on a virtual visit to a Roman villa. Their knowledge and understanding was good. For example, Year 3 pupils could explain that Romans needed hypocausts even in Italy to warm the baths. A study of work, however, shows that the tasks set that require written work are highly directed and do not promote independence sufficiently in pupils' research skills, particularly for the higher attaining pupils in Years 3 and 4. There is a good programme of progression of skills in geography such as mapping skills. The school council and the eco-group, concerned with recycling and environmental issues, support learning in geography and understanding of citizenship. Key words in history are promoted well and teachers provide good opportunities for talking about issues. The use of ICT for teaching is good and is satisfactory for pupils. Parents confirm that children are expected to carry out some research related to topics for their homework.

Religious education

The provision is **satisfactory**.

Main strengths and weaknesses

- Religious education supports spiritual, moral, social and cultural development well.
- There are good cross-curricular links to literacy and personal and social education.
- Focus on other world religions has improved.

Comments

61. All pupils, including those with special educational needs, achieve satisfactorily and reach standards expected by the locally agreed syllabus by Year 2 and Year 4. This maintains the position at the time of the last inspection. Since the last inspection, there is good improvement in developing awareness of Judaism and Hinduism. For a recent India Day pupils prepared and experienced food and customs related to the Hindu religion.
62. Teaching is satisfactory overall, though examples of good teaching were seen. Where the learning was good, pupils made puppets and trees following the story of Zaccheus and used their peg puppets to role play the conversations between Jesus and Zaccheus. Pupils have a strong sense of right and wrong. They are aware that it is wrong to steal, and understand the importance of keeping a promise. Where teaching and learning were less successful, discussion about harvest festivals in different cultures was too brief at the beginning of the lesson to have a meaningful impact on pupils' understandings. In Year 3 and 4 pupils know about the special symbols of Judaism and Christianity and about the importance of special festivals.
63. The curriculum is now good and cross-curricular planning ensures that pupils have good opportunities for literacy, art and personal and social, spiritual and moral education within the subject. Resources for teaching have improved in range and quantity and are now good. Use of ICT is planned but is not fully in practice. The subject coordinator provides satisfactory support and direction.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology and music were sampled. Art and design and physical education were not inspected.

64. In **design and technology**, the teacher in the Year 1 and 2 class prepared pupils carefully to plait a variety of materials to develop their skills in preparation for making a mask. Pupils gradually learnt the sequence of moves, showing some good independence once they had got started. They demonstrated satisfactory achievement and average standards, and explained clearly why some materials were better. An interesting file of pupils' previous work indicates a good range of relevant tasks. Samples of their work and photographs suggest good development of skills and good attention to completing an attractive product. Samples of work cover tasks on food technology, fabrics, simple mechanisms and studies of some materials such as paper. There is evidence of planning, design and evaluation within the tasks.
65. In **music**, the school employs a teacher part-time on Tuesday afternoons to teach music to each of the three classes. The scheme of work is comprehensive, and adapted by the visiting teacher to provide development of musical understanding from reception to Year 4. Children in the Year 1 and 2 class were instructed to listen carefully for the sounds made by different designs of percussion instrument. Most pupils recognised correctly those that were shaken, scraped or tapped. Pupils had a very brief opportunity to play one instrument but this was insufficient to enable them to acquire and then improve their skills to make a consistent and pleasant sound. The

teacher kept a very firm control of the pupils, which helped them to distinguish the sounds but not to explore how to produce or use them. In the Year 3 and 4 class, pupils were encouraged to work together in pairs to make their own sounds representing a cold and foggy day, related to a theme of Sutton Hoo in Anglo-Saxon times. Pupils responded very well and produced satisfactory patterns of sound and rhythms to represent a winter scene. Standards are broadly average by Years 2 and 4. Teaching seen was good; the teacher demonstrated good subject knowledge, although at times pupils were not given sufficient opportunity to develop their playing skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship was sampled.

66. In a lesson with the Year 1 and 2 class, good teaching promoted good achievement in helping pupils to understand how to deal with feelings. The teacher projected slides of scenery from Africa to give pupils an idea of the country as she read a story about admitting you may have to learn to be courageous. Good opportunities for pupils to listen to others and to talk in groups help to promote good learning. There is a comprehensive scheme of work and the school places a very high priority on the development of pupils' understanding about citizenship and life in contemporary society, including multi-cultural aspects. The school monitors pupils' progress to ensure that they are able to learn at their best. The subject leader provides good support and direction.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

