

INSPECTION REPORT

GRUNDISBURGH PRIMARY SCHOOL

Woodbridge

LEA area: Suffolk

Unique reference number: 124584

Headteacher: Dr S Zethraeus

Lead inspector: Mr N Hardy

Dates of inspection: 29 November- 2 December 2004

Inspection number: 266931

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: Community
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 131

School address: Alice Driver Road
Grundisburgh
Woodbridge
Suffolk
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Appropriate authority: Governing Body
Name of chair of Mrs R Farnhill
governors:

Date of previous January 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

The school serves the village of Grundisburgh and the surrounding rural area. It is smaller than most other primary schools. There are no pupils from the Traveller or other ethnic minority populations. A below average number of pupils are eligible to receive free school meals. A broadly average number of pupils are on the school's special educational needs list. However, the number of pupils having statements of special educational needs is above average. Of these, a majority have specific learning difficulties with several experiencing social, emotional and behavioural problems and a smaller number with speech and communication difficulties. The proportion of pupils who change schools at times other than normal transfer is above average, especially in Years 3 and 5. Attainment on entry to the school is above average although the range of attainment is often very wide. Currently there is only one child of Reception age in the school although others will join later in the year. The school is involved in the Healthy Schools programme and has received an award for its work in this area.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
29262	Mr N Hardy	Lead inspector	Foundation Stage Mathematics Science Information and communication technology Art and design Design and technology Physical education
19320	Mrs B Attaway	Lay inspector	
19774	Mrs M Docherty	Team inspector	English Special educational needs English as an additional language History Geography Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The quality of education provided is **typical of the majority** of schools. The school is improving under the leadership of the headteacher and governors and has the capacity for further improvement. Following a turbulent period that saw a change of leadership and high levels of staff absence, a factor that was largely outside the control of senior management, the school has now emerged with revised aims based on the raising of standards, improvement in the quality of teaching and consistency in the application of its policies. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- by Year 6 standards in English and mathematics are usually above average;
- the pupils currently in Year 2 have not achieved as well as they should in reading, writing and mathematics because of the turbulence;
- standards in science in the juniors are not consistently high enough;
- standards in information and communication technology and music are above average;
- pupils' knowledge and understanding of other faiths and cultures are insufficiently developed;
- pupils who are gifted and talented achieve well because of the good support they receive;
- teachers' expectations are not sufficiently high in all classes;
- lessons are usually planned well and the use of teaching assistants is effective;
- arrangements for receiving children new to the school and for transferring pupils to secondary school are very good;
- links with parents and the local community are good;
- assessment systems to track pupils' progress are not sufficiently rigorous;
- the school is not able to make effective use of the whole building because it is often too cold.

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	C	B
Mathematics	A	A	B	A
Science	C	B	D	E

Key: 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.

Note: A is within the top five percent of results in the country.*

Achievement is satisfactory overall. Children's attainment on entry to the school is usually above average. The results in the 2004 tests for pupils in Year 6 show that, although results were average in English and above average in mathematics, a below average percentage of pupils attained the more difficult Level 5 in both these subjects. This was also the case in science. Current standards in Year 6 in English, mathematics and science are above average with a higher percentage of pupils achieving Level 5. Their achievement is satisfactory. Pupils do well in English and mathematics compared with those in similar schools. In 2004, the results achieved by pupils in Year 2 were well below average in reading, writing and mathematics. This was partly because of the turbulence

experienced by that year group; expectations that were not sufficiently high during that period; and a high proportion of pupils with special educational needs at that time. Current standards in Year 2 are above average in reading and average in writing and mathematics. Achievement in the current Year 2 is satisfactory in reading but unsatisfactory in writing and mathematics given their attainment on entry. Standards in information and communication technology and music are above average by Year 6. Standards are average in other subjects where judgements could be made. **The pupils' personal development is satisfactory.** Pupils' spiritual, moral, social and cultural development is satisfactory overall although pupils do not have sufficient depth of knowledge about a range of faiths and non-white cultures. Their attitudes and behaviour are satisfactory overall. Attendance is above average.

QUALITY OF EDUCATION

The quality of the education provided is satisfactory. Teaching and learning are satisfactory. More than half the lessons seen were of good or better quality and some were very good. The majority of teachers' planning is good. The level of challenge, whilst being satisfactory for most pupils, is good for the most able. Teachers' insistence on good behaviour is not always consistently high and this results in some disruption of lessons. Teaching assistants are used well in lessons. On occasions, pupils with special educational needs are unsupported and this slows their learning. The quality of assessment is satisfactory. Assessment procedures are used appropriately to track pupils' progress but systems need to be applied more rigorously. A broad and balanced curriculum provides satisfactorily for pupils' learning.

LEADERSHIP AND MANAGEMENT

The quality of leadership provided by the headteacher and governors is typical of most schools. Since her appointment the headteacher has completed a rigorous assessment of the areas in need of improvement in order to raise standards. These are now contained in a comprehensive school improvement plan and focus strongly on the quality of teaching through an effective system of monitoring and the provision of training. Progress in achieving these aims has been disrupted during the period of turbulence because several key members of staff were absent. This has made the building of an effective team approach difficult. Nevertheless, progress is being made in raising standards in the infants and in the juniors where the percentage of pupils achieving higher levels is rising. The governors are fully supportive of the headteacher and the actions being taken. The day-to-day management of the school is satisfactory and enables the school to operate efficiently. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents and pupils have good opinions of the school. Parents appreciate the opportunities provided for them to discuss their child's progress with teachers and commend the efforts of the headteacher in promoting this. Parents agree that the quality of information provided on the curriculum and in school newsletters is of good quality. Parents say that reports are also of good quality but that homework is inconsistently set. Inspection evidence largely agrees with these views. Almost all pupils enjoy attending the school because lessons are interesting and they feel supported. Bullying, an issue raised by a small number of parents, is not an issue for pupils who feel that they have opportunities to report incidents and that they are dealt with promptly.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise the standards of reading, writing and mathematics in the infants;
- ensure that rigorous systems are implemented to monitor and track the progress of pupils, especially those with special educational needs;
- ensure that all staff have high expectations of what all pupils can learn and how well they behave;
- ensure that pupils have opportunities to develop a greater understanding of world cultures and faiths.

A minor issue is to ensure that all areas of the school are kept at a comfortable temperature so that maximum use can be made of the space available.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards currently attained by pupils in Year 6 in English, mathematics, and science, are **above average** and they are achieving **satisfactorily**. Standards are above average in information and communication technology and music and satisfactory in religious education. It was not possible to reach secure judgements in history, geography, art and design, design and technology, and in physical education as these subjects were not a focus of the inspection. Pupils currently in Year 2 are achieving standards that are above average in reading and at average levels in writing and mathematics. Standards in other subjects where judgements could be made are average.

Main strengths and weaknesses

- Pupils currently in Year 2 are not yet achieving as well as they could because of disruption to their education caused by considerable teacher absence in the past.
- Pupils who are gifted and talented achieve well because of the good support they receive.

Commentary

1. Results in English and mathematics at Year 6 have generally remained at above and well above average levels since 2001. Exceptions to this were in English in 2002 when the results achieved were within the top five percent of those in the country and in 2004 when results fell to average levels. It is important to note that because of the small number of pupils in each year group, results can change significantly from one year to the next. The 2004 results show that standards in mathematics were above average. Results in science are usually below those achieved in other core subjects. While results in science were at average levels in 2001 and 2002 and above average in 2003 they were below average in 2004. A below average number of pupils in Year 6 achieved the more difficult Level 5 in all three subjects in 2004.
2. When the school's 2004 results are compared with schools with similar numbers of pupils eligible for free school meals, results in Year 6 were average in English, above average in mathematics but well below average in science. When comparisons are made with their performance in English, mathematics and science as Year 2 pupils, the progress made was good in English, very good in mathematics but well below average in science. During the inspection there were no obvious differences between the performance of girls and boys. However, previous results had shown that boys usually out-performed girls in all three subjects, an issue recognised and beginning to be addressed by the school.

Standards in national tests at the end of Year 6 – average points score in 2004

Standards in :	School results	National results
English	27.3 (29.9)	26.9 (26.8)
Mathematics	28.1 (28.8)	27.0 (26.8)
Science	27.5 (29.9)	28.6 (28.6)

There were 22 pupils in the year group. Figures in brackets are for the previous year

3. Standards being attained by pupils currently in Year 6 are above average in English, mathematics and science because of more consistent teaching and a higher number of more able pupils in the cohort. An above average proportion of pupils are expected to attain the more difficult Level 5 in all three subjects. Standards in information and communication

technology and music are also at above average levels by Year 6. Where judgements could be made in other subjects, standards are at average levels. Pupils in this age group are achieving satisfactorily, including those pupils who have special educational needs, especially when additional support is provided.

- Results attained by pupils in Year 2 in 2004 were well below average in reading, writing and mathematics, continuing a downward trend over the previous three years. When comparisons are made with similar schools, the results remain well below average as they were in reading and writing for several years and since 2003 in mathematics. A below average number of pupils attained Level 3, the above average grade, in reading, writing and mathematics. The newly appointed headteacher has made the raising of standards in the infants a priority having quickly recognised that pupils of this age are underachieving. There are clear indications that standards in reading, writing and mathematics have improved and are currently at above average in reading and at average levels in writing and mathematics. This is a direct result of a more stable staffing situation and the attention being given to improvements. The headteacher also recognises that these standards need to be higher still.

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

Standards in:	School results	National results
Reading	13.9 (15.3)	15.8 (15.7)
Writing	13.1 (14.1)	14.6 (14.6)
Mathematics	14.6 (15.1)	16.2 (16.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year

- Attainment on entry to the school has been above average for several years. Currently there is only one child of Reception age in the school although several more children will join the school later in the year. Provision is good. Teaching is effective and good levels of challenge ensure that the necessary skills are learned in all areas of the Foundation Stage curriculum.
- Pupils with special educational needs achieve satisfactorily overall. However, where support is provided their progress often improves and many make good progress, especially in English and mathematics, where much of the support is focused. Pupils who are particularly gifted and talented receive good support through additional challenges in their work and through outside provision, particularly from the local secondary school. This enables them to make good progress and to achieve well.

Pupils’ attitudes, values and other personal qualities

The attitudes of most pupils towards school and their behaviour are **satisfactory overall**. Younger pupils demonstrate good attitudes towards their work and each other. The pupils’ spiritual, moral, social, and cultural developments are satisfactory. Attendance levels are above average and punctuality is satisfactory.

Main strengths and weaknesses

- The expectations of good behaviour are not consistently high in all classes.
- Almost all pupils enjoy school.

Commentary

- The pupils are interested in their lessons, polite and caring towards each other and behave well in the main. The attitudes of the younger pupils are good. They listen carefully to

instructions and co-operate well with each other during lessons and when sharing equipment. When given the opportunity they sensibly discuss their ideas and plans for their work. While the great majority of older pupils behave well a small minority interrupt lessons by shouting out and do not focus sufficiently on what they are to learn. Overall the attitudes and behaviour of junior pupils is satisfactory. Although parents and pupils maintain that there have been improvements in behaviour over the last year, the school's improvement plan and discussions with the headteacher highlight the need for further improvement. Regular staffing changes have resulted in some inconsistencies in the application of the agreed behaviour management policies and practice, resulting in slower than expected progress in this area. The headteacher is making strenuous efforts to ensure that this is improved. One pupil was permanently excluded during the last school year. The procedures for managing exclusions meet requirements.

8. Relationships between pupils are usually good. Older pupils take their responsibilities seriously when acting as *guardian angels* in the playground and when listening to younger pupils in the family reading sessions. All pupils enjoy opportunities to help with the smooth running of the school, for example, in the management and organisation of the school assemblies. Although a very small number of parents raised the issue of bullying, the pupils do not see this as an issue. Systems have been put in place for the school to monitor incidents; these are recorded appropriately and the pupils report that action is promptly taken. Most pupils are confident and mature and demonstrate good levels of self-esteem. They talk confidently to adults and when given opportunities, express their views in class discussions.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.2
National data	5.1	National data	0.4

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

9. The school uses effective systems to monitor absence rigorously. Parents know and understand the need to report absence to the school at the earliest opportunity. Where parents have failed to contact the school on the first day of absence, the school makes considerable efforts to contact them.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
129	4	1
1	0	0
1	0	0

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

10. The provision for pupils' spiritual, moral, social and cultural education is satisfactory. Opportunities are provided through the themes covered in assemblies to think about and discuss issues such as prejudice. Pupils show respect for each other and consider ways they can make a positive contribution to the lives of others. Pupils have some opportunities to

develop social skills through after school activities, particularly in music, through the residential visit involving pupils from other primary schools in the neighbourhood and in the limited number of educational visits they make. Cultural development is satisfactory overall and pupils' musical development is good. Although pupils learn about other cultures and faiths, most of these have a white western perspective and pupils have little opportunity to learn about cultures outside this.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching is of **satisfactory** quality. A broad curriculum ensures that pupils have suitable experiences across a wide range of subjects. Pupils who have particular talents are well supported and this enables them to make good progress.

Teaching and learning

Teaching and learning are **satisfactory**. During the inspection more than half the teaching was good and occasionally very good. One lesson was unsatisfactory. Assessment systems and strategies are used **satisfactorily**. Information on pupils' progress, especially in English, mathematics and science, is collected regularly and it is beginning to be used effectively to ensure that an appropriate level of challenge is being provided for all pupils.

Main strengths and weaknesses

- Teachers' planning is good.
- The use of and quality of teaching assistants is consistently good.

Commentary

11. Developments in the quality of teaching have been made difficult by the very high turnover of teachers over the last two years. The fall in standards, particularly in the infants in 2004, can be partially attributed to this. Under the leadership of the current headteacher, a rigorous programme to monitor and improve the quality of teaching has been initiated and a comprehensive training programme established. Considerable work has been done to improve the quality of the planning of lessons. There are still, however, inconsistencies in the levels of expectation and challenge provided for pupils in some classes, for example, in the support for the least able pupils and in the presentation of work. Lessons are generally well organised, move at a satisfactory pace and most teachers use good questioning techniques to establish what pupils know and can do. The available resources are used satisfactorily. Some teachers, where there are the opportunities, are making increasing use of information and communication technology, for example in Years 4 and 5, and this is helping to raise standards by focusing pupils' attention on what they are to learn.
12. The teaching of the youngest pupils, including the one child of Reception age, is often good with lessons being well organised and enthusiastically delivered. This results in children who are interested and eager to learn. Teaching staff and teaching assistants work well as teams, providing pupils with a good range of challenging activities and experiences. This ensures that pupils make appropriate progress and achieve satisfactorily. Time and effort are spent on the development of pupils' personal skills and this creates a secure platform for future learning and ensures that they settle quickly into the routines of the school. Close attention is correctly paid to the development of basic skills in reading, writing and mathematics and pupils' speaking and listening skills are developed well through opportunities for drama and discussion.

Care is taken to record the progress pupils make, especially in the Reception class, and to provide the appropriate level of challenge for pupils.

13. Teaching is satisfactory in both infants and juniors. In classes where the teachers have high expectations of what pupils should achieve and how they should behave, the quality of teaching improves, for example in Year 4. Most lessons are well planned and progress with good pace. What pupils will learn is usually shared with them at the beginning of the lesson and this helps pupils to focus clearly on what they will be expected to know by the end. Pupils' previous work shows that the tasks set provide an appropriate level of challenge, especially for the more able. On a small number of occasions less able pupils do not receive the support they need and progress for these pupils is slowed. The progress made by average and more able pupils in Year 3 is sometimes inhibited by the behaviour of a minority of pupils. Progress in recent years has been more rapid in junior classes. Teacher staffing has been more stable and teachers more experienced resulting in higher expectations, engaging activities and improved organisation. However, in some lessons and in pupils' workbooks in subjects such as science, history and geography, too little attention is paid to the quality of spelling, punctuation and presentation, and this depresses standards, especially in English. The setting of homework designed to help to raise standards is inconsistent.

Summary of teaching observed during the inspection in 25 lessons.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	12	10	1	0	0

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

14. Systems to assess pupils' progress are satisfactory in the infants and juniors and they are good in the Foundation Stage. Recently introduced assessments of pupils' progress are completed in English, mathematics and science and results recorded and analysed. This is beginning to have a positive impact on standards and is beginning to enable teachers to provide challenging targets for pupils of all abilities. Although assessment systems have been improved these are not always applied sufficiently rigorously in all classes. Assessments are made in the other subjects of the curriculum and they help to measure the levels of learning and understanding of pupils. The school is developing an innovative method of recording pupils' progress in information and communication technology which uses colour to highlight pupils' levels of knowledge and understanding. The intention is to develop this to other subjects. Pupils' work is regularly marked but often comments designed to improve the quality of pupils work are absent or fail to provide sufficient guidance on improvement.

The curriculum

The school provides a **satisfactory** curriculum for Years 1 to 6. It enriches learning through a good range of musical experiences outside lessons and a satisfactory range of extra-curricular activities overall. The curriculum in the Foundation Stage is **satisfactory**. The quality of accommodation is unsatisfactory. Levels of learning resources are satisfactory.

Main strengths and weaknesses

- Very good support for music within and outside the school day.
- Not enough opportunities are provided for pupils to transfer newly acquired literacy skills to other areas of the curriculum.
- A strong team of teaching assistants has a positive impact on learning.

Commentary

15. The curriculum for pupils in Years 1 to 6, including religious education and personal, social, and health education, is satisfactorily planned and it meets statutory requirements. The Foundation Stage curriculum is planned in a mixed-age Year 1 and Reception class; it constitutes good provision. Statutory requirements in respect of sex and relationship education and drugs awareness programmes are met.
16. Planning indicates an appropriate range of learning tasks for all pupils, including those with special educational need and those identified as gifted and talented. Much of it is based on the national strategies in English and mathematics, nationally approved schemes of work in other subjects, and the locally agreed syllabus for religious education. This allows all aspects of particular subjects to be planned and pupils to build knowledge, skills, and understanding progressively as they move through the school. Curriculum development is currently well focused on raising achievement in English and mathematics and is already having a positive impact.
17. Although there are examples of links between different subjects, for example between mathematics and graph work in science and co-ordinates in geography, there is room for improvement, particularly in the expectation to transfer newly acquired literacy skills as they develop. Currently there are limited opportunities for pupils to explore ideas in writing at a more personal level and to write at length in all subjects.
18. The general curriculum is enriched by a very good range of additional musical opportunities. These include orchestra, choir and small band ensemble work. A significant percentage of pupils receive musical tuition provided by the local education authority's peripatetic service and they achieve standards well above expected levels in each year group. However, pupils have insufficient opportunities to participate in a wider range of extra-curricular activities in subjects such as art, dance, and technology. Year 6 pupils benefit from a residential trip to France, which draws different areas of learning together: history, geography and a modern foreign language. Talking with pupils indicates that this visit is a highlight of their last year in the school.
19. There is a satisfactory match of teachers to the curriculum, though some posts are covered temporarily. The school has had many changes in staff recently which has had a negative impact on the standards achieved, especially in the infants. The headteacher has recently been appointed. She is working to engage the whole staff in the crucial work of raising achievement. The school benefits from a strong team of teaching assistants, who work well in classes to ensure all pupils achieve lesson objectives, particularly those with special educational needs. Some of these staff have received training in strategies to boost pupils' performance in literacy and numeracy and to understand the needs of pupils with specific learning or emotional and behaviour difficulties. Their positive impact on standards achieved was evident during the inspection.
20. Accommodation and resources are unsatisfactory overall. Classrooms are small but they benefit from shared areas for general group work. These bases are used too often, however, for group work with pupils with special educational needs; this compromises the school's intention to provide a truly inclusive educational programme. The school has a networked computer suite which is well used across the

curriculum as well as to teach specific skills. The library is under-used and does not offer a positive invitation for pupils to research their topics or to work independently.

21. Learning resources are satisfactory overall but there are insufficient resources to acknowledge and celebrate the multi-cultural society of which pupils are part. For example, resources insufficiently reflect the artistic and musical traditions of non-European countries or the achievements of black and minority ethnic groups in all areas of learning.

Care, guidance and support

Overall the school offers a **satisfactory** level of care; for the youngest children it is **good**. Support for pupils' learning is **satisfactory**.

Main strengths and weaknesses

- The school is good at listening to pupils' ideas.
- Low temperatures in school do not provide a comfortable environment.
- Procedures for monitoring pupils' personal development are underdeveloped.

Commentary

22. Pupils, as *guardian angels*, have a special role in caring for others. The very good induction¹ arrangements for Reception age children enable pupils to settle in quickly and confidently. This supports learning well and pleases parents.
23. Pupil and staff well being has been addressed effectively through the school's participation in the healthy schools initiative. Recent staff training in child protection is supportive of the schools good practice. Following separate health and safety audits by the governors and an external company, an action plan is being implemented and risk assessments completed. Temperatures generally within the school are too low to enable pupils to work comfortably.
24. The good response the school gives to pupils' suggestions enables them to play an active role in its development, especially through the school council. They know their ideas are welcomed, for example, how the playground is used; this contributes to their self-esteem, making them feel valued. The headteacher's award is celebrated in whole school assemblies, but one-third of pupils each year do not receive this award; this impacts negatively on their self-esteem.
25. Pupils are taking responsibility for their learning through their involvement in setting their own targets and in the end of year reports by assessing their progress and identifying areas for improvement. Formal procedures for monitoring pupils' personal development are yet to be established. Pupil data, such as tests and teacher assessments, are used satisfactorily to assess progress in English, mathematics and science. In other subjects, assessment systems are being put in place and they are beginning to have a positive impact on standards. This is particularly so in information and communication technology.

Partnership with parents, other schools and the community

Links with parents, other schools and the community are **good**.

Main strengths and weaknesses

- Most parents are supportive of the school.
- Transfer arrangements for Year 6 pupils are very good.
- Good quality cross-generation friendships have been established with senior citizens.
- The setting of homework is inconsistent in some classes.

Commentary

26. Parents receive very good quality newsletters keeping them well informed of school life. The parents' version of the behaviour policy usefully tells parents what the school expects and defines areas such as bullying. The opportunities to share in celebrating individual pupils' successes both inside and outside school strengthen the links. Pupils' annual reports are satisfactory. They detail what pupils have done but give limited guidance on how they can improve. Except in Year 2 and Year 6, parents are not told how their children have achieved compared to national expectations, reducing the quality of the information parents receive.
27. Parental help at home is enhanced by the advance sharing of the curriculum information and is to be extended by forthcoming booklets on handwriting and calculation. A numeracy course allows some parents to learn teaching methods used in school and this promotes their

¹ Induction refers to the arrangements for receiving pupils who are new to the school, helping them to settle into school routines and to make friends.

children's learning. The opportunity to see pupils' work on a weekly basis keeps parents informed on their child's progress and has established relationships with new staff. The school tries hard to offer opportunities to parents who work full time. The school works closely with the parents of pupils with special educational needs. The inconsistency with which homework is given reduces opportunities for pupils in some classes to reinforce their learning. There is no whole school monitoring to ensure that homework is of good quality and appropriate for the individual child.

28. Parents willingly help in school and use their special skills such as in information and communication technology and music. The school annually seeks all parents' views through its own questionnaire and this makes parents feel valued. The Friends of Grundisburgh School raise substantial funds that benefit all pupils, for example musical instruments and the ongoing maintenance of the swimming pool.
29. The curriculum links established with the Early Years Centre promote confidence when these pupils join the Reception year. Good links with the secondary school through staff liaison, transition tasks in English, mathematics and science strengthen links between Years 6 and 7 and enable a smooth transition. Friendship groups are established with pupils from other local primary schools through their joint annual visit to France, benefiting Year 6 pupils when they move to secondary school.
30. Visits from the fire service, local clergy and a local baker, together with pupils' visits to local business, for example to see sandwich making, strengthens community links and suitably enriches the curriculum. Senior citizens from the Golden Club share school activities three times a year, for example, Year 6 pupils prepare and serve a three-course meal. In conjunction with the school, a parent is contributing school news to the village newspaper. Beneficial links with local companies have provided information and communication technology equipment and office furniture.

LEADERSHIP AND MANAGEMENT

The leadership of the school provided by the headteacher and governors of the school is **satisfactory** and is correctly focused on raising standards across the school. The management of the school enables the school to run effectively. Financial management is effective and enables the school to spend its funds wisely. Under the leadership of the headteacher and governors, the school has the capacity for continued improvement.

Main strengths and weaknesses

- Both the headteacher and governors have a clear vision of what the school needs to do to improve.
- The schools improvement plan lays out clearly what needs to be done to raise standards by focusing on the improvement of teaching through rigorous monitoring and the provision of training.
- The process of improvement has been slowed by the recent turbulence in staffing; this has been largely outside the control of management.

Commentary

31. The governance of the school is satisfactory overall. Governors are becoming increasingly well informed about the problems faced by the school and are fully supportive of the actions of the headteacher in order to raise standards. Governors make regular visits to the school, visiting classrooms and monitoring the progress being made in the improvement of standards in all subjects. Reports are provided by subject co-ordinators so that the full governing body is

well informed about developments in their subjects. Governors now have a detailed knowledge of the analysis of assessment data and this is helping to focus attention on areas for improvement. Ideas are shared with school staff and solutions found to improve provision. The chair of governors, in particular, provides valuable help, regularly working with groups of pupils to support their learning.

32. Since her appointment the headteacher has completed a rigorous analysis of the areas in need of improvement in order to raise standards and has developed aims to embody these. The focus is clearly on the improvement of teaching through monitoring the quality of provision; on providing a structured and consistent approach to all areas of school life; on raising the levels of expectation of both pupils and staff; and on the provision of training and guidance. A timetable to achieve these aims has been established in a well-structured school improvement plan. A wide-ranging and rigorous system to monitor the quality of teaching across all subjects has been introduced and the unacceptable behaviour of a small minority of pupils, which disrupts the learning of others, is being vigorously tackled. Subject leaders are much more involved in school improvement by providing help and guidance to colleagues and regularly observing teaching and checking on the quality of work in pupils' books. This is leading to them taking increasing responsibility for standards in their subjects. A measure of the success of these actions is the improvement in standards in infant classes in reading, writing and mathematics. The headteacher recognises that standards in this area are not yet high enough but that the programme of action is bringing success.
33. The management of the school is satisfactory. Daily routines are efficient and administration runs smoothly. Systems are in place for the school to monitor pupils' progress during the course of the year, particularly in English and mathematics. These are being reviewed to make their use more effective. Further work is being undertaken to improve the quality of testing and recording pupils' progress in other subjects and valuable work has been done in information and communication technology to achieve this. The induction of new staff is well organised but the headteacher recognises that with such a high turnover of staff this needs to be improved to achieve greater consistency. There is a well-established programme of training for teaching and support staff and this is appropriately focused on the priorities identified in the school improvement plan.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	421,048	Balance from previous year	39,531
Total expenditure	430,976	Balance carried forward to the next	29,603
Expenditure per pupil	2,912		

34. Financial management is satisfactory. The budget is carefully managed although the preservation of single age group classes leads to occasional difficulties. The governors and headteacher have a secure understanding of the principles of best value and regularly compare the school's results against national and local averages. Some work has been done on examining the value for money of goods and services but there are improvements to be made in this area, particularly in evaluating the impact of investments on raising standards and improving performance.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There is only one child of Reception age in the school although several more children of this age will join the Reception class later in the school year. Provision for this child is **good**. Opportunities to gather evidence in children's physical and creative development were too limited to be able to make a secure overall judgement in these areas. Because of the very low number of children in this age group it was only possible to sample the different areas of children's learning. Judgements could not be reached on standards, or on how well children achieved. Any judgements on teaching are based on observations of Year 1 and Reception children.

Main strengths and weaknesses

- There are very good induction arrangements for children first entering the Reception class.
- The good provision encourages children to be independent.
- There are many opportunities for children to read and write and these skills are developed well.
- Children's mathematical development is linked well to other subjects.
- Exciting activities help children to develop their understanding of the world around them.

Commentary

35. Provision for children's **personal, social and emotional development** is good. The Early Years Centre and the school work very closely together to ensure that children are confident and settle quickly into the routines of the school on transfer. The teacher and teaching assistant make weekly visits to the Centre so that they will know the children and importantly, the children will know them. The detailed records kept by the Early Years Centre are passed on to the school so that by the time children first enter the school their strengths and areas for development are already known. The Reception class teacher has planned well to ensure that all children are fully involved in all activities. Well-planned opportunities for group discussions and opportunities to work with other older pupils ensure full and active membership of the class. There is a calm working atmosphere in the classroom that helps the children to remain attentive and to focus on what they are to learn. Children are confident and enthusiastic learners.
36. Good opportunities to develop **communication, language and literacy** skills are provided in all the areas of learning. Well-planned opportunities through working in small groups and on an individual basis with adults ensure that language skills are developed well, including a wide vocabulary. Adults consistently engage in discussions with individuals and groups. Good progress is being made in developing reading skills and a good range of initial and end sounds are understood and used when blending sounds at the beginnings, middles and ends of words as they learn to read and write. Writing is being developed well. Stories are enjoyed and listened to carefully. Instructions given by the adults are followed carefully and accurately.
37. Regular attention is given to **mathematical development** and provision is good. Opportunities are given, for example, for pupils to calculate the number of pupils present. They know the days of the week and place them in the correct order. Counting to twenty and beyond provides little difficulty and sets of objects are partitioned into groups of ten accurately. The names of two-dimensional shapes are known well and patterns in shape and number are followed accurately.

38. Provision is good in developing children's **knowledge and understanding of the world**. In a well planned and stimulation group session children described an investigation into freezing and melting. Vocabulary and speaking skills were developed very well as the Reception child gave a detailed and accurate description of what they had done. The adult working with the group, through good questioning, tested the level of understanding, increasing children's confidence well. Good use is made of incidental science through the descriptions of the mechanics of a bottle with a pop-up straw.
39. There was little opportunity to observe the development of both **physical and creative development**. In a brief observation Year 1 pupils and the one Reception age child played well, developing good social skills involving sharing.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision is **satisfactory** overall. The quality of teaching is satisfactory. Standards in Year 6 are above average. Achievement is satisfactory. In Year 2, standards and achievement in writing remain areas for improvement. School development is appropriately focused on raising achievement.

Main strengths and weaknesses:

- Standards in Year 6 and reading standards in Year 2 are above average.
- Pupils with special educational needs achieve well when supported by teaching assistants.

Commentary

40. Standards in 2004 in Year 2 were well below the national average in reading and in writing because of the turbulence. Achievement in Year 2 was unsatisfactory at that time. In Year 6, the standards attained in reading and writing were average.
41. Current standards in reading are above average in Year 2 and above average in Year 6. Achievement in reading is satisfactory in both year groups. In reading, a high percentage of pupils in Year 2 are on course to exceed the average standard by the end of the year. They read fluently and accurately and demonstrate a good command of a range of strategies to help them tackle unfamiliar words. The higher attaining pupils are able to infer meaning beyond the sentence level and understand how authors use punctuation to add further layers of meaning. They also indicate through change in expression that they understand the emotion expressed in dialogue and the different reading required for speech and the ongoing storyline. In Year 6, standards in reading are above average, with some pupils attaining beyond this level. This allows pupils to reflect with confidence on authors' meanings and their skills in engaging the reader. Guided reading strategies have been adopted which help pupils develop these skills at an appropriate level and to use them in their own writing.
42. In writing, current standards are average in Year 2 and above average in Year 6. Although standards are improving, especially in Years 1 and 2, pupils do not yet achieve well enough, given their attainment on entry to the school. Achievement by Year 6 is satisfactory. The recently appointed headteacher has put in place strategies to improve standards and this is meeting some success. Pupils are writing interesting sentences of increasing length by using connectives and well-chosen adjectives to

develop meaning. They understand that different types of writing require different styles. They write a poem in the style of *Mary had a Little Lamb* or stories derived from classic fairy tales, using the appropriate structures. Work in books indicates a high focus on improved spelling and handwriting which is having an impact on standards achieved.

43. Many of the current Year 6 pupils are attaining standards above expected levels in writing. They are beginning to spell accurately and are developing a well-formed, legible handwriting style. There is good evidence of more sophisticated punctuation. The range and quality of the work in books are good. Pupils understand how biography differs from autobiography and how characterisation can be implied by the way that people in stories speak and behave. They are beginning to understand aspects of story structure and, in one lesson on mystery stories, how authors handle difference in times through flash-backs which require a change of tense when the story moves from present to past.
44. Standards are improving because of the recent work undertaken by the school. Teachers set targets for every pupil and make sure they understand what they need to do to improve. In the best practice, groups of pupils are given targets to help them move into the next National Curriculum level. More precise individual targets are also given which show them how to improve their own work. For example, one pupil was given help in distinguishing between *their* and *there*, which she was struggling with in her writing. This good practice has already had a significant impact on standards achieved, but is not yet consistently used in different classes.
45. Teaching is satisfactory overall and varies in quality from very good to satisfactory. The same variation and range is reflected in marking, record-keeping, and target-setting. The school has not yet done enough to raise the general teaching standard to the level of the best. Recent checking of planning, teaching, learning, and work in books is helping to raise expectations and achieve consistency in teachers' work. Members of staff plan well, using the National Literacy Strategy's teaching framework, with additional support given to lower attaining pupils and to those working with pupils with special educational needs. Teachers' planning indicates an appropriate focus on spelling, handwriting, and punctuation. Some teachers demonstrate effective use of shared writing strategies which are helping pupils explore and discuss the way writers achieve a range of effects by the use of particular literary choices. For example, in a very good Year 4 lesson, pupils saw how the use of a well-chosen adverbs and other powerful vocabulary can dramatically affect the meaning of a sentence. Some teachers are using information and communication technology resources effectively to promote learning.
46. Pupils with special educational needs achieve well when supported by appropriately trained and deployed teaching assistants. This additional support is helping most pupils achieve the standards they are capable of and to meet their personal targets for literacy. When these pupils are not supported, some teachers are not clear about the precise nature of pupils' difficulties or their targets. This means that sensitive responses to pupils' contributions or emotional and behavioural difficulties are not always offered.
47. The school has recently appointed a temporary literacy co-ordinator and leadership is satisfactory. She has already undertaken some checking of teaching and learning in classrooms and of pupils' work in classes. The literacy action plan focuses appropriately on raising standards by Year 2 and increasing the number of higher attaining pupils generally. Not enough management attention has been given to

checking the inconsistencies of marking, target-setting, and general teaching skills. New assessment and tracking arrangements have recently been put in place. These help teachers to identify where additional support is needed and they enable the school to make sure that pupils at different levels of attainment achieve appropriately high standards.

Language and literacy across the curriculum

48. Curriculum planning includes a good range of speaking and listening opportunities within lessons. Some opportunities are provided to develop writing skills in lessons outside the English curriculum but many teachers' expectations for the quality of presentation and transfer of literacy skills are not as high as they are in English. Marking does not include sufficient guidance for improving writing along with feedback on subject knowledge. The library is very cold and consequently under-used and does not provide a real invitation for pupils to follow a personal line of enquiry.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- A regular and positive feature of mathematics work is the use and application of mathematical skills in problem solving.
- Teaching assistants are used well to support lower attaining pupils.
- Homework is inconsistently provided to extend pupils' learning.
- Written comments provided by teachers in pupils' books do not provide sufficient guidance on how to improve their work.

Commentary

49. Standards of mathematics are at above average levels by the time pupils are in Year 6 and pupils achieve satisfactorily. Pupils in Year 2 are attaining average standards but they are not yet achieving as well as they should be. This is largely because of the staffing problems experienced over the last two years which have resulted in inconsistent delivery of the mathematics curriculum, and expectations that are not high enough. The pupils in Year 6 have benefited from more consistent teaching during their time in school and this has enabled the substantial majority of these pupils to achieve satisfactorily. Many more able pupils have achieved well during this time, largely because of the additional support they have received. Standards are at similar levels to those seen at the time of the last inspection. The pupils currently receive a suitably balanced mathematics curriculum with an appropriate focus on the development of numeracy skills. The planning of mathematics is often good with detailed information on what the pupils will learn and they will be expected to know by the end of the lesson. An appropriate challenge is provided for the most able pupils. Less able pupils are well supported by teaching assistants who spend the necessary time explaining to them how to complete their work.
50. The quality of the teaching of mathematics across the school is satisfactory. In some classes, for example in Years 2 and 4, the quality of teaching is good and occasionally very good because lessons are delivered with pace and enthusiasm and the teachers have high expectations of the amount that will be achieved during the lesson and the quality of the work. Good quality feedback is provided for pupils, helping them to improve the quality of the work.
51. A consistently good feature of mathematics work is the emphasis placed on the development and use of problem solving skills. For example, when pupils have developed a secure understanding of addition and subtraction and they recognise the values of different coins, teachers follow this with a range of suitably challenging problems. Less effective is the care and attention given to the presentation of pupils' work in some classes. Although the marking of work is completed regularly and conscientiously, there is little evidence of the pupils being consistently required to do corrections. Teachers often comment on the quality of pupils' work but rarely are these comments designed to provide guidance and advice on how to improve. Homework is provided in most classes but there are some inconsistencies in its provision; this is not rigorously monitored.
52. The leadership and management of the subject are satisfactory. Results are regularly analysed and weaknesses in the curriculum identified. Examinations of pupils' work are undertaken to monitor the quality of work and the balance of the curriculum. The new headteacher has initiated a system to monitor what pupils have learned and to check on the

progress they are making. This is helping the school to identify areas for improvement and contributing to the improved standards, especially in Year 2.

Mathematics across the curriculum

53. Satisfactory links are made between mathematics and other subjects. Measuring skills are developed appropriately in design and technology when pupils construct jack-in-a-boxes. Timelines are used in historical studies to ensure that pupils understand the passage of time. In science, pupils understand and use negative numbers when investigating temperature and use co-ordinates when locating places in geography. Some use is made of information and communication technology to draw graphs using data pupils have collected.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Current standards are above average by the time pupils reach Year 6.
- Pupils are taught how to investigate and enquire through practical experiences.
- Standards of presentation are not always good enough.

Commentary

54. Standards in Year 2 are average and the pupils' achievement is satisfactory. Current standards in Year 6 are above average and many are likely to achieve the more difficult Level 5. Achievement in science in Year 6 is satisfactory. However, standards are lower than those reported at the time of the last inspection. When involved in discussions, most pupils are able to demonstrate a good understanding of the investigational aspects of science. However, an examination of the recording of this work shows that insufficient emphasis is placed on the quality of recording and this is unsatisfactory. Pupils with special educational needs make similar progress to their classmates, especially when supported by teaching assistants.
55. Much of the work of pupils in Year 2 involves observation and investigation. Pupils examine plants and complete investigations into the conditions required for maximum growth and condition. They conclude that the quality of soil and the provision of light and water are vital factors; results of their observations are recorded in their own words making appropriate use of their writing skills. Their work is often illustrated but insufficient attention is paid to the quality of the artwork. By Year 6, pupils show a greater understanding of the investigative process, are able to predict and carry out a fair test. Some pupils are able to draw sensible conclusions based on the results of their investigations. The use of scientific vocabulary is good and pupils are comfortable in the use of words such as evaporate, filtration and saturated solution and use them accurately. Most pupils are able to plan an investigation, for example, in work on how materials change they understand reversible and irreversible changes. While most higher and average attaining pupils complete their work, many lower attaining pupils do not and therefore have a limited record of what they have done.
56. The quality of teaching is satisfactory overall. Several of the lessons seen were of good quality because they were well planned, the activities provided built well on what pupils had previously learned and good use was made of the teaching assistants who help lower attaining pupils and give them good support. Work is regularly marked and although comments are written in pupils' books, these are mostly of praise rather than designed to improve the standard of the work.

57. Pupils enjoy the practical aspects of science. Regular use is made of mathematical skills, for example, in a lesson in Year 5 where pupils learning about changes in daylight hours completed calculations on sunrise and sunset and created a line graph. In this lesson good use was made of information and communication technology but there is little evidence that computers are used extensively to aid learning in science.
58. The subject is led and managed satisfactorily. The co-ordinator is knowledgeable and has the help and support of several colleagues who have scientific qualifications. Systems to check on the quality of teachers' planning and of their teaching have improved. The co-ordinator has identified the need to track pupils' progress more closely and to improve the quality and standards of pupils' work as priorities. This is reflected in the school improvement plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Resources have improved considerably since the last inspection and this has helped to raise standards.
- Subject leadership and management are good and there is a vision for the continuing development of the subject.
- Pupils' skills are tracked and recorded innovatively.

Commentary

59. There was insufficient opportunity to make a judgement on the standards attained by infant pupils. However, the standards attained by the time pupils reach Year 6 are above average. These have improved since the last inspection. Pupils have considerable confidence in operating computers and are able to follow the teachers' instructions rapidly and accurately. They access the internet, carry out searches for information, import text and pictures and produce good quality Power Point presentations on a range of topics. There are regular, timetabled opportunities for pupils to use the recently up-dated computer suite and further supervised use is made during lesson times to complete work or to find further information. The school has in place appropriate checks on the material available to pupils.
60. The quality of teaching is satisfactory. Teachers have appropriate levels of knowledge to be able to deliver the curriculum and appropriate attention is paid to the coverage of the curriculum. Teachers' planning shows that all the areas of learning are taught over time, including control technology. The number of computers available enables all pupils to have good regular access to increase their skills. Pupils show good levels of skill and confidence when using information and communication technology.
61. The leadership of the subject is good. An action plan for the further development of the subject has been created and issues and areas for improvement accurately identified. Resources have been improved in all subject areas, including physical education where, in the future, the quality of pupils' work can be recorded and techniques improved. The quality of teaching has been monitored and, because of the co-ordinator's extensive knowledge, advice and guidance given on areas for improvement. Information and communication technology are increasingly being used in lessons. This was seen to good effect in Year 5 in a science lesson when the teacher used an interactive whiteboard well to focus pupils' attention on data about sunrise and sunset.

62. Useful systems to illustrate and record pupils' progress in information and communication technology have been developed. Progress is measured against the nationally expected levels and recorded electronically with the teacher indicating whether the pupil has made the appropriate progress and if they have the appropriate level of understanding. A coloured display quickly identifies those pupils who are in need of further support and those who are making good progress.

Information and communication technology across the curriculum

63. Information and communication technology is used satisfactorily across the curriculum but more could be achieved if all teachers planned specifically how they intended to use computers to promote learning in other subjects. Examples of the use are beginning to appear in pupils' work in other subjects but, as yet, this is not extensive.

HUMANITIES

64. History and geography were not focuses of the inspection. Inspection evidence indicates that pupils are covering the topics identified in each unit of work to a generally **satisfactory** level.
65. Evidence from work in books and from talking to pupils about the subjects suggests that history and particularly geography do not have a high profile in the curriculum plan and standards are average. Basic teaching resources, for example world and UK maps and historical time-lines, are not in evidence in every class. Pupils, therefore, do not use such resources to find out where a particular locality is whenever they encounter one in other subjects. Nor do they place events in a historical time-line, which would help them come to understand the important concept of chronology in historical studies. In talking to Year 6 pupils, however, it was evident that the annual trip to France and the detailed planning and preparation involved bring good insights into the historical and geographical background they need to know. Such work appears to have brought these subjects to life, however temporarily, and suggests that more geography field-work and historical investigation would provide greater inspiration. Teachers' expectation for pupils to transfer writing skills learnt in literacy lessons to the range of writing tasks in history and geography is not as high as it might be. Much follow-up work is introduced through worksheets, which does not require the practise of literary skills associated with subject-specific writing tasks.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have insufficient opportunities to develop their knowledge and understanding of other world religions.

Commentary

66. From work observed in pupils' books, attainment is in line with the requirements of the locally agreed syllabus, with pupils given opportunities to answer key questions which are at the centre of each unit of work. Pupils are helped to draw on their own personal experiences to help them understand new concepts introduced through their religious studies.
67. Younger pupils learn about important relationships within the family and their social and personal responsibilities, and reflect on these as they consider the implications of being a member of a particular faith group. Older pupils consider the importance of symbols which indicate a deeper meaning, moving from readily understandable road safety signs to more spiritually significant symbols of faith.

68. Work in books indicates that the quality of teaching is broadly satisfactory. Assessments at the end of a unit of work raise significant questions to check that pupils understand the important concepts covered. For example, pupils were asked whether Jewish people believe that God kept his promise to Abraham and whether the description of Christ as the *Good Shepherd* helped them understand the special relationship He had with His followers.
69. An examination of completed work from most classes shows that pupils follow the units of work which are compatible with the agreed syllabus framework for each year group. Some of this work is completed at a rather superficial level and it does not always indicate a steady and consistent development of knowledge and understanding. None of the pupils had visited places of worship nor spoken to faith leaders when studying Judaism and Islam.
70. The co-ordinator checks that appropriate units of study are taught in each year group and that there are appropriate resources to help pupils understand new ideas. Teachers are expected to assess pupils' achievement at the end of each unit of work and use this record to report to parents. The co-ordinator intends to give the subject a higher focus in the curriculum in response to parents' requests and to help pupils understand the implications of being citizens in a multi-faith community

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. **Art and design, design and technology, and physical education** were not a focus of the inspection. Because of inspection constraints, it was not possible to obtain sufficient evidence to reach a secure judgement on the quality of provision or the standards of teaching in these subjects.
72. In **art and design**, the pupils experience a wide range of art media including paint, pastels and crayon. The skills of drawing and painting are developed satisfactorily over time but are not always taught consistently in each class. However, many pupils' work shows clear signs of maturity by Year 6 with an emphasis on observation and working in the style of famous artists. Work using collage techniques and printing are well developed. Paintings are colourful following the example of artists such as *Mondrian, Klimpt and Hunderwasser*. Discussions with pupils illustrate their understanding of the work of *Monet and Picasso* and they use natural objects to create work in the style of *Andy Goldsworthy*. In several classes the range and quality of work are very varied because the level of expectation is not consistently high. By Year 6, pupils have had experience of using clay and other materials to create three-dimensional models. Art is used in other areas of the curriculum to illustrate pupils' work but the skills learned during art and design lessons are not always used well in this work and standards are low.
73. Pupils are familiar with the design process and are able to describe accurately the stages they undertake as they plan their work in **design and technology**. They evaluate the planning process and appropriate attention is paid to the finish of the models. Wheeled vehicles are carefully constructed. They are tested using the pupils' understanding of fair testing transferred from science. Sometimes the models are powered using small electric motors, again using skills learned in science. Pupils use their cutting and joining skills in the investigation of packaging. Measuring skills are used well and boxes are constructed accurately. In a good challenge, pupils constructed bridges made of paper and sticking tape and tested these to destruction. This helps them to understand the use of triangular shapes to make a strong structure.

74. Discussions with pupils confirm that all the varying elements of the **physical education** curriculum are covered over the pupils' time in the school. Sports skills are appropriately taught through demonstration and practice in games sessions, for example, in hockey and football. Pupils are taught to swim during regular sessions throughout the year and almost all swim by the time they leave the school. Dance is taught but this is mostly in the younger classes. Outdoor adventurous activities form a good part of the pupils' visit to France where many pupils experience activities such as climbing, canoeing, archery and fencing for the first time. A small range of sporting activities is available for pupils to experience as after-school activities. Many of these sessions are well attended. There are opportunities for both girls and boys to join in with football and netball. Pupils report that there are a limited number of opportunities to compete against other schools.
75. **Music** was not a specific focus in this inspection and only two full lessons were observed. Observations were also made in extra-curricular musical activities, for example choir, orchestra, band and singing assemblies. Music plays a very important part in the curriculum of the school, and pupils achieve well.
76. Standards in **music** are above average. A significant percentage of pupils receive musical tuition from the local peripatetic teaching service. They are able to develop their skills further through lessons and a broad range of musical activities provided outside the general timetable. Pupils sing confidently with good expression and demonstrate good control of pitch, duration, and tempo. Teaching is generally of a good standard with imaginative use of resources. For example, pupils came to understand that different instruments have different pitches by playing a range of recorders. They sang familiar songs and compared the sound achieved when two groups of pupils sang the same song at different pitches. Younger pupils know what is meant by a steady beat and how to control it. They know what is meant by rhythm, and how it differs from beat, and in small groups they were able to set up a spontaneous rhythm to accompany the recital of a poem.
77. Attitudes in group sessions are not always as good as they might be, particularly with older pupils. The members of staff do not always insist on high enough standards of behaviour and some pupils are allowed to make little contribution to the singing or music-making and, on occasion, they do not try to improve their performance in whole-school singing through attending to the teacher's feedback. In singing assemblies, Year 6 pupils are not encouraged to be models for younger pupils and often appear disinterested in the work.
78. The teaching seen was generally good because of several teachers' musical training and background. Where teachers have limited musical knowledge they are well supported by a commercially produced scheme of work designed for non-specialists and the support of more experienced colleagues.
79. The school benefits from an enthusiastic and talented music co-ordinator. He has influenced the quality and range of the music in the school. The school is now working to ensure that pupils' musical attainments are appropriately assessed. From such a record staff will be able to report to parents on their child's achievement at the end of each year. The music policy has not been revised since 2000 and it does not reflect current provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in pupils' personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- Pupils are encouraged to take on responsibilities through membership of the school council and as guardian angels.
- Drug awareness education and sex education feature in the school's personal, social and health education programme.
- There are good links with other schools through the joint residential visit to France and with the local community.

Commentary

80. The school provides good opportunities for pupils to extend their learning and social skills through their involvement in musical activities. Opportunities to develop these skills in other subjects are more limited. Social skills are also developed well through pupils' involvement in the school council which encourages pupils to extend their debating skills and provides an insight into democratic principles as well as extending their social and personal development. The visit to France undertaken annually by the school provides a very good opportunity to develop social and personal skills through mixing with pupils from other local primary schools. Friendships made on this visit are often carried forward into secondary education. Links with the local community are good with older pupils raising funds for charities and entertaining older members of the village community to lunch. Pupils learn to take care of themselves, and how to lead healthy lives, through the school's involvement in the healthy schools project. Sensible policies are in place to develop pupils' awareness of the evils of drug misuse and sex education is part of the science programme.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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