

INSPECTION REPORT

**STOKE-BY-NAYLAND CHURCH OF ENGLAND
VOLUNTARY CONTROLLED PRIMARY SCHOOL**

Near Colchester, Essex

LEA area: Suffolk

Unique reference number: 124713

Headteacher: Mr Philip Knowles

Lead inspector: John Harris

Dates of inspection: 13th - 15th June 2005

Inspection number: 267994

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary controlled
Age range of pupils:	3 - 9
Gender of pupils:	Mixed
Number on roll:	97
School address:	School Street Stoke-by-Nayland Colchester Essex
Postcode:	CO6 4QY
Telephone number:	(01206) 262 418
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Appropriate authority:	The governing body
Name of chair of governors:	Mr O Ardit
Date of previous inspection:	15 th March 1999

CHARACTERISTICS OF THE SCHOOL

This is a small rural school for pupils from the ages of three to nine. It serves the village of Stoke-by-Nayland and surrounding villages, though some pupils come from further afield. There are 97 pupils on roll, including those in the Nursery. Parents are employed in a variety of manual, clerical and professional occupations; the percentage of pupils known to be eligible for free school meals is below the national average. The attainment of children when they start school is typical of that found nationally. Approximately one fifth have special educational needs, which is around average, and none has a statement. There is currently one pupil from a minority ethnic group who is at an early stage of learning English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19284	John Harris	Lead inspector	Science Information and communication technology Geography History Religious education
9590	Roy Kitson	Lay inspector	
27047	Constance Tyce	Team inspector	Foundation Stage Mathematics Music
32945	Elizabeth Shenstone	Team inspector	Special educational needs English as an additional language English Art and design Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **good standard of education** and gives good value for money. It is welcoming and caring and is committed to meeting the individual needs of all its pupils. They consequently flourish and make good progress. Standards are above average by the time they leave. The headteacher is an energetic and determined leader. He has created an effective staff team whose members work very well together to improve children's learning opportunities. The school is very well placed to make further improvements.

The school's main strengths and weaknesses are:

- Pupils achieve well in English, mathematics and science, and in the other subjects of the curriculum.
- Children make a very good start to their education in the Nursery.
- Teaching is good, and sometimes very good, throughout the school.
- Behaviour is excellent and children have very good attitudes to their learning.
- There is a very good climate for learning in which children feel both secure and valued.
- Information and communication technology (ICT) is used well to support teaching and learning.
- There is a very strong partnership with parents, who support the school well.
- The curriculum does not give pupils sufficient opportunities to deepen their learning through making connections between different areas of their experience.
- Children's views are sought but more could be done to help them understand the progress they make and to give them a formal voice in the school.
- New arrangements for involving staff in leading areas of improvement have yet to take full effect.

The school has maintained its strengths since the last inspection in 1999; the few areas of weakness identified at that time have been put right. The school day has been lengthened, and health and safety procedures are now rigorous and effective.

STANDARDS ACHIEVED

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

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

The pupils achieve well. These test results are based on relatively small numbers of pupils, which vary considerably from year to year, comparisons with other schools must be treated with caution. However, over the past three years, seven-year-olds have consistently attained standards in reading, writing and mathematics which are above, and often well above, the national average. Standards in English, mathematics and science are also above average when pupils leave the school at the age of nine. Throughout the school, and in all areas of the curriculum, pupils make good progress and reach standards which are better than those expected, notably in music and in art and design.

QUALITY OF EDUCATION

The school provides a good education for its pupils. Teaching is good, and sometimes very good, consistently so in the Nursery. Teaching assistants support children's learning very effectively. Pupils are eager learners who are prepared to concentrate well and do their best. Recent developments in helping pupils gain a better understanding of their own progress are not yet working consistently throughout the school.

The curriculum is good. It is carefully planned for the mixed-age classes and offers variety and interest. Care is taken to ensure that all pupils can access all aspects fully whilst also being appropriately challenged. However, not enough is done to enable pupils to make connections between different areas of their learning. There is a wide range of popular lunchtime and after-school activities. Accommodation is good and resources are generally of high quality. The school is rightly beginning to give more attention to teaching pupils to think for themselves, but there are no formal structures to enable them to contribute to school decision-making.

The quality of care is very high. Relationships in the school are trusting and respectful. All pupils are known well by the staff and are valued as individuals. Pupils with special educational needs receive additional help of high quality.

The school fosters **very good partnerships with parents**. The teachers are friendly and accessible. Parents are given detailed information about the school and are kept well informed about their children's progress. Many parents lend support in lessons and in clubs.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher aspires to the highest possible standards, sustaining and developing a climate which is harmonious and caring. The work of the staff is characterised by commitment and strong teamwork, though involvement by teachers in leading improvements is undeveloped. The governing body is well informed, helps to determine the school's direction and ensures that it complies with statutory requirements. The school plans well for improvement, based on a very secure understanding both of its strengths and of areas in need of further development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents particularly value the school's high standard of care for their children; there are no aspects of its provision about which a significant number of them are unhappy. Pupils enjoy coming to school and feel they are treated fairly. They appreciate the teachers' efforts to make learning fun and like the range of clubs on offer.

IMPROVEMENTS NEEDED

The inspectors fully endorse the school's own improvement plans, particularly the intention to:

- create better links between different areas of the curriculum in order to offer children more integrated learning experiences;
- give children a more significant voice, for example by increasing opportunities for them to discuss their own progress and by pursuing plans to form a school council; and
- ensure that, following recent reallocation of leadership roles, all teachers take responsibility for further improving standards and the quality of learning throughout the school.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children join the Nursery class with a range of attainment which is broadly typical for their age. By the end of the Reception Year most reach the national learning goals and some are working beyond them, showing **good progress** from their various starting points. At the end of Year 2, pupils' standards in reading, writing and mathematics have been consistently **above average** over the past three years. Standards remain high in English and mathematics at the end of Year 4. Pupils **achieve well** throughout the school in all areas of the curriculum.

Main strengths and weaknesses

- Pupils in all age groups make good progress and achieve well in English, mathematics and science.
- Standards are also high in other subjects, notably in music and art and design.
- Very well-developed speaking and listening skills underpin pupils' achievements throughout the curriculum.
- Standards in ICT have improved recently; pupils in all age groups are now making good progress.
- Pupils with special educational needs make good progress in overcoming their learning difficulties.

Commentary

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

Standards in:	School results	National results
reading	17.0 (17.4)	15.8 (15.7)
writing	15.8 (16.8)	14.6 (14.6)
mathematics	17.1 (17.0)	16.2 (16.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

1. Over the past three years, results of Year 2 National Curriculum tests in reading, writing and mathematics have been consistently high. In the 2004 tests, results were above average in writing and mathematics, and well above average in reading, when compared with the national picture.
2. The number of pupils in each year group varies greatly; this, and the fluctuating number of pupils with special educational needs, means that comparisons with national data must be treated with caution. However, the standard of work seen during the inspection shows that pupils are reaching levels that are above, and sometimes well above, those expected for their age at the end of Year 2. Standards remain high at the end of Year 4, when pupils leave the school.
3. Children in the Foundation Stage make very good progress towards the early learning goals; many progress beyond them by the time they complete their Reception Year. This is as a result of high quality teaching, particularly in the Nursery.

4. In English, pupils of all ages achieve well. They enjoy books and read with a confidence beyond their years. They are taught the skills very effectively and enjoy considerable support at home. The quality of pupils' writing is good throughout the school, but is especially noteworthy in Year 2.
5. In mathematics, pupils gain a good understanding of the number system and calculate with increasing assurance as a result of systematic teaching. Again, their achievements are better than those normally seen for pupils of their age.
6. In all other subjects of the curriculum, standards are high, particularly in music and in art and design. Pupils use computers confidently, absorbing new skills with ease and putting their capability to good use in their work in other subjects. Throughout the curriculum, class discussions make high demands on pupils' ability to think for themselves. Consequently, their speaking and listening skills are well above average. A questioning approach to their work is both welcomed and expected; older pupils make very effective use of 'thinking maps' to help them organise their ideas.
7. The school is very successful in ensuring that lessons are suitable for pupils of different ages and abilities, so that all are able to achieve well whatever their starting points. Pupils with special educational needs make very good progress as a result of the high quality support they receive. Pupils who have been identified as having a particular aptitude are given additional challenges to ensure that they make the progress of which they are capable. The one pupil whose home language is not English has achieved particular success and has been very well supported. There is a higher proportion of boys than girls currently in the school, but boys and girls do equally well.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is **excellent**. They have **very good** attitudes to their learning and their personal development is also **very good**. Attendance levels are well above the national average. The school is highly successful in promoting very good, harmonious relationships.

Main strengths and weaknesses

- Pupils are keen to learn; they show an enthusiastic interest in all aspects of school life.
- Nearly all pupils have very good attendance and arrive punctually.
- Behaviour is excellent and pupils feel happy in an environment free from any form of racism, bullying or harassment.
- The school is very successful in enhancing pupils' confidence and self-esteem, stimulating a desire to learn.
- Pupils show a very good understanding of, and respect for, themselves and other people.

Commentary

Attitudes and behaviour

8. Pupils are very keen to come to school and involve themselves enthusiastically in all that the school has to offer. Pupils' behaviour is exemplary. They are very eager to learn: they listen well, work hard and strive to do their best. Lessons are conducted in a calm and relaxed atmosphere. Staff develop very good relationships with their pupils; they encourage them freely and are adept at building their self-esteem. The pupils work constructively in pairs or small groups and are quick to help or support others. They are equally happy to work on their own, concentrating hard without distraction. They are confident and self-assured; they are willing to try new things and know that they can learn from their mistakes.
9. The commitment of the staff to the needs of the children creates a strongly inclusive ethos in which they all thrive. Those with additional needs are particularly well supported. The children get on very well together. Discord is rare and effectively dealt with.

Taking responsibility and initiative

10. Pupils willingly take on responsibilities: returning registers to the office, setting up for assembly and doing jobs in the classroom. They carry out their duties very conscientiously, showing initiative and independence. Within lessons, pupils are encouraged to develop their own point of view in paired and class discussions. They are given good opportunities to think for themselves and to organise their own work. Formal structures for involving pupils in school-wide decision-making are now needed; plans for these are formulated within the current school improvement plan.

Personal and social development

11. Provision for pupils' personal development is very good. The church school ethos upholds the value of each individual and aims to nurture personal growth. This is supported by an effective programme for personal, social and health education (PSHE), by circle time and through daily assemblies. In addition, the practical experience of living in the school community exerts a powerful influence on shaping pupils' attitudes and outlook. Adults act as very good role models and children learn from them qualities of patience, tolerance, respect and fairness. Older pupils happily play alongside, and look after, the younger ones in the close 'family' atmosphere of the school.

Spiritual, moral and cultural development

12. Provision for spiritual and moral development is very good. In lessons and collective worship, pupils are given opportunities to develop their self-awareness and their understanding of the world around them. Stories deal with themes of courage and endeavour, of compassion and justice, and pupils are invited to reflect on and discuss their meaning and relevance. Good opportunities are provided for pupils to learn about their own culture and the culture of others through, for example, visits to local places of interest and visitors coming into school. This occurs as part of studies in art and design, history, geography and religious education.

Attendance

13. Punctuality is very good and lessons begin promptly with little time being wasted. Attendance levels are very high and unexplained absences are rare. Pupils say that they do not like to be away from school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	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.

There have been no exclusions in the past school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching is **good**, and sometimes very good, consistently so in the Nursery. Expectations are high, and lessons are lively and interesting. Consequently, pupils are successful learners and make **good** progress. They are strongly motivated and enjoy their lessons.

Main strengths and weaknesses

- Lesson planning is very thorough and caters very well for all pupils.
- Teachers are very knowledgeable about the subjects they teach.
- Very good teaching in the Nursery helps children to settle quickly into school and achieve very well.
- Teachers provide a range of interesting activities to stimulate pupils' curiosity.
- Teaching assistants provide very good support.
- Relationships between adults and pupils are very good, and a calm working atmosphere is created.
- Lessons have variety and are designed to appeal to all kinds of learners.
- Although teachers assess pupils' progress thoroughly, the pupils themselves do not always understand how they can improve further.

Commentary

14. A key feature which underpins all teaching is the quality of relationships that are forged between pupils and adults. Pupils feel at ease and respond well to the calm atmosphere created. They apply themselves well and work with commitment and concentration. They know that they can ask questions and take risks in their learning. Teachers make sure that pupils know what lessons are about and how they fit in with what they have already learnt. Lessons are carefully planned to be lively and interesting. This is appreciated by pupils who know, in the words of one of them, that 'teachers work hard to make lessons fun'.
15. Teaching was judged to have been of good quality at the time of the last inspection. This has been maintained, and in many respects improved:
 - lessons now have a clearer focus and better use is made of time;
 - children in the Reception Year are given activities which are more appropriate to their learning needs;
 - work for older pupils is more consistently engaging and challenging; and
 - planning for lessons takes account of the targets for pupils with individual education plans.
16. Staff demonstrate good subject knowledge, enabling them to explain things clearly and to ask probing questions to move children's learning on. Some specialist teaching, for instance in music, ensures that particular expertise is used well throughout the school. Lessons feature changes of pace and activity to keep pupils engaged, and the level of challenge is high. For example, in a mathematics lesson, pupils were first invited to combine their counting skills with 'brain exercises'; then they worked with their 'maths partner' to find ways to make 30, recording their answers on a whiteboard. The school is beginning to give attention to helping pupils become better thinkers. Older pupils, for example, value the use of 'thinking maps' which help them organise and structure their work.
17. Teaching in the Nursery is very good. It is artfully designed to promote a range of basic skills, in particular the development of speaking and listening. Adults assist children to begin their school life in a warm and friendly atmosphere which gives them security and confidence. Children gain enjoyment and satisfaction from the range of interesting activities on offer. Informative and attractive displays celebrate pupils' achievements and stimulate further enquiry.

18. Sometimes pupils are given tasks to complete at home, and the school is committed to the development of children's skills of independent study and research. The use of homework is not consistent, however. This has been identified by teachers as an issue in need of review.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	16	2	0	0	0

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

Mixed-age classes

19. The school is fully committed to meeting the needs of all pupils. Classes contain several year groups and teachers pitch and direct their questions carefully to hold the attention of everyone. They provide activities that are appropriate to the experiences and levels of attainment of the wide range of age and ability. Teaching assistants work very well with individuals and groups. Their support for pupils with special educational needs is particularly valuable and helps them to play a full part in all lessons.

Assessing pupils' progress

20. Assessment arrangements are good. Teachers assess pupils' work thoroughly and careful records of pupils' progress are kept. Marking is generally of good quality. It is conscientiously undertaken and, at best, identifies strengths and targets for future improvements. Practice in this area is not yet consistent, however. Consequently, pupils are not always clear about what they need to do to make their work better.

The curriculum

The curriculum is suitably broad and well balanced. It is enriched by a wide variety of exciting learning experiences and a vibrant extra-curricular programme. The quality of the curriculum encourages high levels of motivation, involvement and good standards.

Main strengths and weaknesses

- Very careful planning meets the needs of pupils of all ages and abilities.
- Expertise from within and outside the school is used very well to enrich the curriculum.
- Pupils benefit from a wide range of additional lunchtime and after-school activities.
- Good quality resources are well deployed.
- Pupils with additional needs enjoy very good support.
- Good use is made of ICT in all subjects.
- The curriculum does not give pupils sufficient opportunities to make connections between the different areas of their learning.
- The school is rightly beginning to give more attention to getting pupils to think for themselves, and formal opportunities for them to make decisions are now needed.

Commentary

Planning

21. Teachers' planning is based on the national guidelines. Since the last inspection there have been significant improvements in planning for English and for the Reception Year. Careful organisation ensures that, within the mixed-age classes, all pupils receive their entitlement and are not disadvantaged by being either older or younger than their peers.

22. Teachers plan well to ensure that the lessons have a clear purpose and have the learning needs of the children clearly in mind. They find good opportunities for pupils to use their speaking, listening, reading and writing skills in other subjects and this contributes towards the high standards they achieve. There are good opportunities for using ICT throughout the curriculum. There is, however, scope for more occasions to be found for pupils to use their mathematical skills in other subjects.
23. In the Foundation Stage, children enjoy a curriculum which is conceived as a whole and which makes natural links between different areas of their experience. In Key Stages 1 and 2 this is less evident. The school has rightly identified the need to review the long-term plan in the coming year, in order to create better connections between subjects. This should help pupils to see how different areas of their experience are related, and improve their all-round understanding.

Curriculum enrichment

24. Enrichment provided by extra-curricular activities is good for a small school and includes:
- lunchtime and after-school clubs, catering for interests in sport, music, ICT and a foreign language;
 - educational visits and expert visitors to school, for example artists in residence;
 - support for various charities, for example, the Just Children Foundation in Zimbabwe; and
 - links with neighbouring schools, enabling, for example, more able pupils to attend mathematical extension lessons at the middle school, and all older pupils to attend a science fair at the high school.

Inclusion

25. The school is committed to ensuring that all pupils are included in every aspect of school life. The staff are conscious of the individual needs of all children and plan for them with care. This is particularly so for those with special educational needs or whose first language is not English, thus enabling all pupils to take an active part in lessons and in other aspects of school life. Individual education plans are very detailed; they have targets for achievement in literacy and numeracy but also include behavioural targets where necessary. There are close links with outside agencies and support services, whose assistance is called on when required.

Staffing

26. The school deploys its teachers, teaching assistants and other support staff very well. The five teachers share the many responsibilities though their new roles as subject leaders have yet to become fully established. The teaching assistants are highly skilled, well informed and very well deployed in support of children's learning.

Accommodation and resources

27. The school makes flexible and highly effective use of its good accommodation, including the withdrawal spaces around the school and the small outside areas adjacent to the Foundation Stage classrooms. Considerable improvements to the school are under way, including the re-siting of the headteacher's office, the creation of a staff workroom and a disabled toilet, the development of the library and the remodelling of the outdoor space available for the youngest children. The school is set in very attractive and well-kept grounds and includes a quiet garden which the children value highly.

28. The school is well resourced and equipment is well looked after. Equipment for physical education is adequate but the school recognises the need for replacement and improvement.

Care, guidance and support

Care, guidance and support for pupils is **very good**.

Main strengths and weaknesses

- There are very good procedures for ensuring the pupils' welfare, health and safety.
- The pupils receive very good support from their class teachers, enabling them to get the most out of their studies and make good progress.
- Induction arrangements for children joining the school are excellent.
- Whilst the school listens to the views of pupils informally there is as yet no formal structure for doing so.

Commentary

Care and safety

29. The staff take very good care of all pupils. Procedures for first aid, medicines, emergency care and accidents are all well established, and staff have been trained in basic first aid. A recent independent health and safety audit has taken place and the recommendations have been implemented, ensuring that everyone can work in a healthy and safe environment. Fire alarms are tested regularly and fire drills take place to ensure familiarity with routines. Comprehensive arrangements for child protection are in place.

Support and advice

30. The school goes to great lengths to ensure that it meets the varying needs of individual pupils. All pupils are very well known by members of staff and enjoy a respectful and trusting relationship with them. Pupils are comfortable in approaching adults with any problems or concerns. Throughout the school, pupils' achievements and personal development are monitored carefully. Learning and behaviour difficulties are identified at an early stage and there is close liaison with parents and, where appropriate, external support agencies.

Induction and transfer

31. Induction arrangements are excellent. The Nursery teacher visits the children in their homes before they join the school; children and their parents also have the opportunity to visit the school. This enables them to settle in happily and confidently. Those who move from other schools are also integrated rapidly. Pupils are confident and self-assured when they leave, ensuring a smooth transition to their new schools.

Involving pupils

32. The school takes account of pupils' views through questionnaires and informal discussions, and lessons often give them very good opportunities to voice their opinions. Pupils have a variety of class and school responsibilities, which they fulfil with commitment and pride. They do not have sufficient opportunities to develop these skills as much as they are able, as there is currently no formal structure for involving them in school-wide decision-making. Imminent plans to set up a school council will enable this to happen.

Partnership with parents, other schools and the community

The school's partnership with parents is **very good**. Links with the community and with other schools are also very good.

Main strengths and weaknesses

- The school has strong links with the community and church, which adds significantly to pupils' all-round development.
- The school has highly effective links with other schools in its local 'pyramid'.
- Written information provided to parents is of a very high standard.
- Parents wholeheartedly support the school which regularly seeks and acts on their views.

Commentary

33. The written information provided to parents is very good. Regular newsletters are sent to parents; these contain important information concerning the school and details of topics being studied by their children. End-of-year progress reports are well constructed and give information on what children can do to improve further. Children in the Reception and Year 1 class have target booklets which record their progress and give advice on how parents can assist them at home. Other pupils are provided with home-school books which are also well used by most parents.
34. The school actively seeks the views of parents through questionnaires; their views are carefully considered and acted on. The headteacher personally supervises the exit of pupils at the end of the school day, giving parents the opportunity to speak to him informally should they wish to do so. The majority of parents indicate that they are comfortable approaching the school if they have any problems. There is a high level of satisfaction with the school; there is no area of the school's provision that a significant proportion of parents is unhappy about. Parents help in school on a regular basis and the Friends of the School give valuable financial help, recently funding the purchase of ICT and music equipment.
35. The school has very strong links with the local church. The local ministry team lead assemblies and the school premises are used by the church for community purposes. A regular after-school club for children is held in school and run by church members. The school also holds events in the church. Other community links are also very strong, raising the standing of the school and providing valuable curriculum support. Local senior citizens are invited to school celebrations at Christmas and harvest produce is delivered to them. The headteacher is a regular contributor to the village magazine. The local area is used well by the school, particularly when studying environmental issues. A parent and toddler group meets regularly in the school.
36. The arrangements for the transfer of pupils to the middle school are well established and ensure smooth transition. Pupils also visit the middle school for an annual music day. Extensive liaison and networking activities take place with neighbouring schools, including other local small schools. The school takes part in the pyramid schools' annual sports day.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The governing body is highly supportive.

Main strengths and weaknesses

- The headteacher gives the school a very clear sense of direction and purpose.
- Other teachers are not yet sufficiently involved in planning for development in their areas of responsibility.
- There are thorough procedures for checking how well the school is doing and identifying areas for improvement.
- The school's commitment to equality ensures that all pupils are included fully in every aspect of school life.
- Governors are highly committed and offer a wide range of skills and expertise to support the school.

Commentary

Leadership

37. The headteacher has been in post for about 18 months, and the school is flourishing under his energetic and determined leadership. He is reflective and receptive to new ideas, and is very keen to initiate changes which will bring about further improvement. He has been particularly successful in raising the standing of the school in the community, and the number of pupils on roll is increasing as a result. He is very well supported by the senior teacher. The school has a very positive climate which is welcoming, open and dynamic.

Improvement planning

38. Planning for improvement is based on a thorough analysis of the school's effectiveness. Consequently, there is a very good understanding of the school's strengths and weaknesses. For example, the results of statutory national tests are carefully analysed in order to identify areas for future action. The quality of teaching is monitored systematically and areas for development discussed regularly. There have been significant staff changes recently and nearly all the responsibility for checking effectiveness is currently vested in the headteacher. Other members of the school staff are too little involved. The recent reallocation of leadership roles is intended to remedy this. The implementation of these plans will ensure better sharing of expertise and a more corporate approach to bringing about improvements.

Management

39. There is a very evident sense of common purpose in the school. The staff is dedicated and hard-working. It is deployed very well, making good use of individual expertise and affording children frequent opportunities to work in smaller groups. Communications are good, and there is a strong commitment to performance management. The school was awarded Investors in People status in 2001 and is now seeking to attain the Primary Quality Mark. The thorough induction procedures for a newly qualified teacher have given her good opportunities to hone her skills with the close support of colleagues.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	280,519	Balance from previous year	1,752
Total expenditure	266,025	Balance carried forward to the next year	16,246
Expenditure per pupil	2,800.26		

40. Financial planning is very secure and has allowed the school to fund a number of building and site improvements. The school makes good use of its resources, particularly the high quality

ICT equipment. The building is used flexibly and creatively, compensating for the small size of the classrooms by using other spaces for small group work. The school understands and applies the principles of best value. For example, before entering into the recent computer leasing contract, governors questioned the degree to which it would help the school fulfil its aims. Several alternatives were considered in detail, in order to ensure that the school secured the best deal.

Governance

41. The governing body is well organised and well informed, and very active in its support for the school. Governors carry out their responsibilities conscientiously and all statutory requirements are met. The recently appointed chair is very committed and enjoys a productive relationship with the headteacher.

Future development

42. The school is very well placed to improve further. Staff and governors demonstrate common aims and the capacity to implement plans. Structures of support are strong and the quality of teamwork high.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Reception Year has improved since the last inspection and overall provision in the Foundation Stage is now very good. Children are making very good progress in all areas of learning because teaching is good, and consistently very good in the Nursery. The curriculum is rich and stimulating and all children enjoy learning. By the end of the Foundation Stage most children are likely to reach or exceed the goals expected.

Activities, both inside and out, are exciting and engaging. Clear explanations, together with high levels of praise and encouragement, ensure that children are well supported in their learning. The quality of planning, particularly in the mixed-age class, is exemplary. Staff know the children extremely well through regular, accurate assessments, and use this information to ensure that activities are well matched to children's needs. The accommodation, although small, is very attractive and children have regular access to activities in separate outdoor areas. The range and quality of learning resources are very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good** overall. Provision in the Nursery is **excellent**.

Main strengths and weaknesses

- Clear routines and high expectations of good behaviour.
- Children are developing independence and learning to work well together.
- Positive relationships encourage confidence and high self-esteem.

Commentary

43. The excellent teamwork of the adults gives children very good role models for co-operation. Children have very good attitudes to their learning and to each other. They settle quickly, eager for what is coming next, focus on their activities and consequently make very good progress. They know how to share and take turns, for instance when using toy characters from 'Rosie's Walk' to act out the story together. Routines are well established and help children to become independent in their learning. The children are relaxed, confident and secure. They show pleasure and pride in their work. Adults and children treat each other with courtesy and respect, developing trusting relationships which underpin their good achievements.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **very good**.

Main strengths and weaknesses

- Staff listen to children and take every opportunity to develop children's language skills.
- Very good use is made of stories to extend children's learning.
- Children achieve well in the basic skills of reading and writing but not enough emphasis is given to developing children's emerging writing skills.
- Staff work well with parents to encourage their involvement in their children's learning.

Commentary

44. All children make very good progress in reading, writing and speaking and listening. Great value is attached to talk, with the result that children are able to communicate their ideas, thoughts and feelings confidently. Children listen very well and clearly love hearing stories, joining in with the bits they know or predicting what might happen next. In the Nursery, children confidently retell favourite stories using the excellent story boxes created by the teacher. During their time in the Foundation Stage, children progress through a carefully structured phonics programme. In the Nursery, children learn that letters make sounds, and many can name and form the appropriate letter. Some can identify what sounds come at the beginning and end of particular words. In the Reception Year, there is a strong focus on the reading and writing of commonly used words. Children are able to write lists, cards, notes and labels, though too little emphasis is given to developing children's emerging writing skills. Staff work very closely with parents. For example, Reception children take home excellent 'target books' which inform parents how they can support their children's learning at home.

MATHEMATICAL DEVELOPMENT

Overall provision is **good**. Provision in the Nursery is **very good**.

Main strengths and weaknesses

- Staff create many activities to promote mathematics throughout all areas of learning.
- Teachers plan a range of practical activities that stimulate children's interest and enjoyment.
- Children are given good opportunities to count, to experience shape and measures and to learn the associated vocabulary.
- Worksheets are often used and sometimes fail to challenge and extend the older children's learning.

Commentary

45. Staff are very good at helping children explore mathematical ideas in their work and play. These include giving the children time to think and encouraging them to describe how they do things, as well as giving correct answers to questions. Careful teaching of vocabulary assists all to develop the language associated with mathematics. In the Nursery, children know the terms 'longer' and 'shorter' when measuring the beans they are growing. Many can recognise numbers and count reliably. The Reception children can order numbers, count confidently beyond 20 and are beginning to find different ways to make numbers up to 10. Teachers are very skilful at asking children of all abilities questions that challenge them. However, in many planned activities for the older children worksheets are often used which are too undemanding and fail to extend and deepen understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **very good** overall. Provision in the Nursery is **excellent**.

Main strengths and weaknesses

- Good planning ensures that children are provided with a good balance of activities.
- Very good use is made of the community and the local environment.
- First-hand experiences and good questioning help children to learn about the world in which they live.
- Many opportunities are planned to use ICT to support learning.

Commentary

46. Children enjoy a wide range of first-hand experiences to help find out about the world in which they live. The learning environment is inviting and stimulating; daily routines and stories help the children to develop a sense of time and place. There is a very good range of equipment and resources, enabling the children, for example, to make close observations of a variety of snails. Children try out new ideas and talk about their likes and dislikes. They record what they find out through photographs, writing, pictures (including some on the computer screen) and models. They show great interest in new experiences, asking how things work and showing each other how to do things. For example, they enjoy working with the gardener who helps them to tend their garden. High quality interaction between adults and children enriches the children's vocabulary and feeds their natural curiosity. Skilful questions make them think, deepening and extending their learning. Consequently, they achieve very well.

PHYSICAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- Staff provide very good experiences that enrich children's physical development.
- The outdoor environment is very good.
- Many show good co-ordination and awareness of space.

Commentary

47. Many worthwhile activities are planned for both inside and out. Children are free and confident in their movements; many show good co-ordination and awareness of space. For example, in their physical education lesson, the older children completed a series of warm up exercises confidently. Outdoor sessions are well planned and carefully linked to other areas of learning. Children have a good awareness of safety, for example making sure they wear a cap to protect themselves from the sun as they played outside. They behave very well both inside and out, listening and responding well to instructions. They demonstrate increasing control over tools such as scissors and their manipulative skills develop well as they cut, stick and use materials like playdough.

CREATIVE DEVELOPMENT

Overall provision is **good**. Provision in the Nursery is **very good**.

Main strengths and weaknesses

- Learning experiences are rich and diverse.
- Children are given many opportunities to initiate their own activities and use their imagination.
- Areas for imaginative play are used very effectively.
- Occasionally children's creativity is limited by too much direction from adults.

Commentary

48. The excellent learning environment both inside and out provides a very strong stimulus for children's creativity. Children are encouraged to observe keenly and represent what they see. They do so using a wide range of techniques and materials, though sometimes their creativity is limited by too much direction from adults. Exciting role-play areas are set up inside and out and children have fun initiating their own activities. For example, children enjoyed visiting

'Katie Morag's island post office' and using binoculars to search for the animals hiding in 'Percy's park'. They listen intently to music, enjoy singing familiar songs and using saucepans and spoons to make their own music. The work the children produce is very much valued and displayed for all to admire.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils of all abilities achieve well in reading and writing.
- Children's skills in speaking and listening have improved significantly since the last inspection.
- Lesson planning is good and tailored to the needs of all learners in the mixed-age classes. Activities are interesting and engage pupils.
- Very good opportunities are provided to enable pupils to write in a range of styles.
- Some good marking shows how pupils can improve their work but this is not consistent throughout the school.

Commentary

Standards achieved

49. The school has maintained high standards in English since the last inspection, with particular improvement made in speaking and listening. In the National Curriculum tests over the last three years, seven-year-olds have consistently achieved standards in reading and writing which are above, and often well above, the national average.
50. Evidence from the inspection confirms that, by the time children are seven, they are working beyond the national expectation. This is also the case when children leave the school at the age of nine. All pupils in the school are making good progress, whatever their starting point; boys and girls do equally well.
51. Children enjoy reading, and reach standards which are well above average. By the end of Year 2, pupils are reading confidently and expressively; recognising, for example, that punctuation brings additional meaning to a piece of writing. Pupils use a range of skills to read unfamiliar words; they discuss a story's plot and characters enthusiastically. They reflect on the meaning of the stories they read and confidently predict what might happen next. Parents contribute actively to the good progress pupils make by listening to them read at home.
52. The evidence of pupils' work in lessons, books and displays show that standards in writing are high. By the age of seven, for example, children are able to write arresting opening sentences to their stories, using carefully chosen vocabulary to engage the reader. Older pupils are able to write in appropriate ways for a range of purposes, for example, newspaper reports, poems, adventure stories and persuasive advertisements. All pupils are learning to spell successfully, making confident and independent use of a variety of strategies they have been taught.
53. Standards in speaking and listening are well above average in all year groups. Pupils are very attentive and keen to answer questions. They listen very well to adults and speak to others with an increasingly varied vocabulary. Pupils contribute readily to discussions of all kinds and develop ideas thoughtfully, particularly when given the opportunity to talk in pairs. The older children frequently ask the views of others, including those of their teacher. They are confidently developing the art of communicating complex meanings, for example in their philosophy discussions.

Teaching and learning

54. The quality of the teaching is good, and often very good. Lessons are interesting; they feature imaginative ideas and a high level of participation. Good questioning encourages pupils to voice their opinions confidently and explain their reasoning clearly. Accordingly, they develop very positive attitudes towards the subject.
55. The planning of lessons is thorough and work is matched carefully to children's individual needs through, for example, the use of individual targets. Pupils are always informed what they are expected to learn in each lesson. The level of demand is high but pupils strive to do their best. The expert teaching assistants are carefully deployed to ensure that all pupils with additional needs are able to play a full part in all activities.
56. Children's work is conscientiously marked. Some marking is very good, indicating ways that work has been successful and how it could be improved. This effective practice is not consistent throughout the school, however. Very good use is made of new technology to support children's learning, for example, projecting electronically scanned pages of a text in a literacy discussion.

Leadership and management

57. The subject is co-ordinated well by the headteacher. He carefully analyses national test data and information on the progress of individual pupils. He has a very good understanding of the subject's strengths and weaknesses, and the school's plan for improvement seeks to address the issues identified.

Language and literacy across the curriculum

58. Pupils are given many interesting opportunities to practise and extend their literacy skills throughout the curriculum, for example in religious education, geography and history. 'Talking partner' discussions are used regularly to help pupils develop and deepen their understanding. Drama techniques are employed to add point and interest to lessons. Older pupils benefit greatly from philosophy discussions, which make high demands on their ability to formulate and articulate their ideas.

MATHEMATICS

Provision in mathematics is **good**. Teaching is good and pupils achieve well.

Main strengths and weaknesses

- Pupils enjoy mathematics. They work hard and behave very well in lessons.
- Teachers plan lessons carefully so that pupils of all ages and abilities are challenged and supported well.
- Good quality resources are used very effectively to ensure a high level of interest in lessons.
- The curriculum is well balanced and covers all aspects of mathematics systematically.
- Arrangements for assessing pupils' work are good, although the outcomes are not always shared with pupils, leaving them sometimes unsure as to how to improve.
- ICT is used very effectively to support learning and teaching.

Commentary

Standards achieved

59. In the national tests for seven-year-olds in 2004, results were above average. Most pupils achieved the expected level, with a significant proportion of pupils doing better than this.

Evidence from the inspection indicates that standards are high; all pupils, including those with special educational needs and with English as an additional language, make good progress. Boys and girls achieve equally well. By the age of seven, pupils are beginning to select the mathematics they use in classroom activities. They can count, read and write numbers to 100 and beyond. Their ability to calculate mentally, a weak point at the time of the last inspection, is now good. For example, pupils in Year 2, when solving addition problems with numbers greater than 10, make good use of strategies such as doubling, taking the largest number first and separating tens and ones. They are beginning to develop good mathematical vocabulary to explain their thinking.

60. In the oldest class, for pupils in Years 3 and 4, standards are above average and children continue to make good progress. They gain a good understanding of the number system and calculate with increasing confidence. For example, during a 'thinking challenge', they were readily able to place three- and four-figure numbers in order of size. The pupils explore the properties of shape and can measure in a variety of contexts. They can discuss and present their work using a wide range of mathematical language, diagrams and charts. For example, they are able to classify two-dimensional shapes by the number of lines of symmetry and record their findings on a Carroll diagram.

Teaching and learning

61. Teaching and learning is good for pupils of all ages. A key strength of teaching lies in the careful planning which ensures that pupils of all abilities make systematic progress in developing mathematical understanding. Teachers question and challenge pupils skilfully to check their understanding and deepen their thinking. Lessons are lively and interesting, capturing pupils' interest and enthusiasm. Learning intentions are explained clearly so that pupils know what is expected of them. Very good relationships encourage pupils to feel secure and to contribute without fear of failure. Teaching assistants ensure that pupils with special educational needs are included in all activities and are well supported.
62. Teachers make good use of a wide variety of resources, including games and practical equipment, to help pupils grasp new ideas and develop new skills. There are some very good examples of using ICT, for example using a 'logo' computer program to develop understanding of angles as a measurement of turning. Some lessons, however, rely too heavily on worksheets, which limits pupils' thinking and lowers the degree of challenge.
63. Teachers regularly assess pupils' progress, and use this information to help plan future lessons and set individual targets. Pupils' work is marked conscientiously and comments often inform pupils how well they have succeeded. The school is aware that more can be done to give children better feedback, so that they are clear about how they can improve their work. Current good practice is not yet consistent throughout the school.
64. Good provision is made for the more able pupils. Older pupils particularly enjoy the challenge of using 'thinking maps' to solve problems, and are aware that this improves their mathematical reasoning.

Leadership and management

65. National test data is analysed and there are good systems to keep track of individual pupils' progress. Targets are set to ensure standards are maintained. A new subject leader has just been appointed but new arrangements have yet to take full effect.

Mathematics across the curriculum

66. Pupils know how to use mathematical skills in other subjects when the occasion arises. For example, in science, pupils measure the heights of plants and use graphs to record information about the weather on the computer. However, more extensive links between

mathematics and other subjects are needed to strengthen their learning further. New plans to reorganise the curriculum will give the opportunity to do so.

SCIENCE

Provision in science is **good** overall.

Main strengths and weaknesses

- Pupils attain high standards when they are assessed at the age of seven and when they leave the school at the age of nine.
- Teachers plan interesting activities and provide good opportunities for pupils to find things out for themselves.
- The curriculum is organised well, ensuring that pupils in mixed-age classes make good progress from year to year.

Commentary

Standards achieved

67. Pupils achieve well in science and make good progress throughout the school. Both at the age of seven and when pupils leave the school at the age of nine, standards are higher than those expected for their age. In National Curriculum assessments at the end of Year 2, results are above the national average, particularly in the proportion of pupils achieving the higher than expected level.
68. Seven-year-olds describe cause and effect and are beginning to make simple generalisations. For example, they investigate the behaviour of magnets in a variety of toys and explain why they should be acting in that way. Nine-year-olds understand the role that friction plays in slowing down a moving object. They are able to explain how they must follow consistent procedures to ensure that their testing is fair. Their careful work demonstrates that they know the importance of accurate observation and measurement. They record their results in tables, checking them if they look wrong.

Teaching and learning

69. Lessons are practical and enjoyable. They are carefully planned to ensure the right level of challenge for pupils of different ages and abilities. Introductory discussions help children to draw on their current knowledge and understanding, and relate new concepts to what has been learned before. There is rightly a strong emphasis on developing children's understanding of how scientists work.
70. The science curriculum is carefully organised to ensure that all the required areas are covered within the mixed-age classes. Pupils of different ages study similar or related topics over a period of time, and a more sophisticated level of understanding is gradually demanded. A classroom display showing the life cycles of various plants and animals illustrates how the work is different, and progressively more difficult, as pupils grow older.
71. Pupils work with concentration and commitment. They organise themselves sensibly and co-operate well in their working groups. They make very good use of the increasing range of opportunities to use ICT for research or to improve the presentation of their work. Throughout the school, there is good support for pupils with special educational needs which enables them to play a full part in lessons and develop their understanding of the key concepts.

Leadership and management

72. The subject leader has a comprehensive understanding of the requirements of the subject and ensures that, throughout the school, there is a strong emphasis on scientific enquiry. Concerns about risk assessments noted in the last inspection report have been thoroughly dealt with. In line with overall school development, there are plans to review the curriculum and to increase opportunities to monitor the effectiveness of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good** overall.

Main strengths and weaknesses

- Recent investment in ICT resources has had a significant impact on standards of achievement.
- ICT is used effectively to support teaching and learning throughout the curriculum.
- Planning has improved and now ensures that the full range of skills and applications is taught throughout the school.
- Teachers' confidence and subject knowledge enables them to use ICT extensively and creatively.
- The expertise of teaching assistants makes a strong contribution to pupils' learning.

Commentary

Standards achieved

73. The last inspection reported average standards and a satisfactory level of provision, despite deficiencies in resources. Over the past year or so, however, the subject has undergone a major improvement strategy. Significant investment has enabled the school not just to keep up with rising expectations, both in hardware and software, but also to increase significantly the rate of pupil progress.
74. By the age of seven, pupils' standards are higher than those expected for their age. For example, pupils can readily recognise icons, choose items from a menu, enter information into a database and interpret simple graphs. They are able to give commands to an on-screen 'turtle', making it advance, reverse or turn. They work with notable confidence and are making good progress. Those who have particular aptitude are working at a very high standard, responding eagerly to the additional challenges set. All are making good progress.
75. Pupils in Years 3 and 4 use a word processor skilfully. For example, they know how to change the typeface and size of print, and make sensible decisions about presentation when customising a worksheet for a future history lesson. Their achievements have until recently been hampered by insufficient opportunities to learn and practise new skills. Though this situation has now been remedied, there remain some gaps in their knowledge and understanding. Accordingly, the standards pupils reach by the end of Year 4 are currently average, though their rate of progress in recent weeks has been rapid.

Teaching and learning

76. The planning for the development of children's skills is now comprehensive. The use of various applications is taught systematically, and this enables pupils of all abilities to make good progress. The quality of teaching is good and staff subject knowledge and confidence have improved since the last inspection. A notable contribution is made by one of the teaching assistants, who plays a prominent role not just in lessons but also by running the weekly computer club. Teachers themselves use ICT extensively in their lessons, so demonstrating to

children its power as a tool for communication. Pupils are taught new skills well. Explanations and demonstrations are clear and the level of challenge is well matched to children's current knowledge. Good questions are asked to check their understanding of new procedures, and additional demands are made of those with a particular aptitude. Pupils respond enthusiastically and with a strong willingness to experiment and to refine their skills. They concentrate well on developing their capability, following instructions with care and helping each other when they get stuck.

Leadership and management

77. The development of ICT has rightly been identified as a key element in the school's overall improvement plan. Recent investment in new equipment and additional training for staff has greatly widened the possibilities. The creation of a new ICT suite has given pupils more frequent opportunities for the specific teaching of skills. This has significantly raised expectations, and the effect on children's attitudes to their learning and on their progress has been marked.

Information and communication technology across the curriculum

78. Improving the use of ICT across the curriculum has been a recent focus for development in the school. Planning for lessons now include opportunities to use ICT for a variety of different purposes. For example, pupils use the Internet to research the topics they are studying; specialist Internet sites are also used to support individual study in a wide range of subjects. Pupils make effective use of word processors and graphics programs to enhance the presentation of their work. Digital cameras are used to record completed work, for example models, and to document work in progress.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils reach standards at the ages of seven and nine which are better than those expected for their age.
- Expert teaching ensures that pupils gain factual knowledge but also engage with issues of belief and commitment.
- Religious education makes a strong contribution to pupils' personal development.

Commentary

79. Religious education is taught regularly and children enjoy their lessons. They learn about the beliefs of Christianity and other world faiths, following the guidance of the locally agreed syllabus. Activities are well planned and sequenced, enabling pupils to attain standards which are higher than those normally seen. For example, seven-year-olds know that the Torah and the Bible are religious texts within Judaism and Christianity, and that a number of well-known stories are common to both. They describe the importance of Shabbat to Jews and how it is celebrated within a Jewish family. Nine-year-olds can describe ways in which Christianity and Hinduism are similar or different, and are knowledgeable about the distinctive features of the Hindu faith. Pupils throughout the school make good progress.
80. Religious education lessons are highly successful in promoting pupils' spiritual and moral development. Children make thoughtful contributions to discussion, reflecting deeply and wrestling with complex issues of belief. They are very well supported by the teaching, which skilfully creates a climate in which speculation is encouraged and everyone's contribution is valued.

81. Lessons are enriched by visits, for example to the local parish church or to the cathedral in Bury St Edmunds. Good use is made of ICT, for example using digital photographs to record highlights of a visit, thus enabling pupils to relive their experiences by retelling the main events. The parish priest is a regular visitor to the school, contributing actively to the development of pupils' religious understanding through his assemblies.

History and Geography

82. These subjects were sampled, so no overall judgements about provision can be made. One history lesson was observed, examples of past work examined and discussions held with pupils.
83. In **history**, pupils in Year 1 have recently learned about Victorian toys and examined a collection of artefacts to develop their understanding of change and continuity. The oldest pupils, in Years 3 and 4, have studied invaders of the British Isles. Pupils understand how we know about the past and the need to interpret evidence, considering, for example, the reliability of eye-witness accounts.
84. Some of the teaching is very imaginative. For example, pupils learn about the way of life of a Roman doctor through designing a mosaic of his life, or find out more about St Edmund by asking questions of the teacher playing the role of the saint. By the time pupils leave the school at the age of nine, standards are better than those expected nationally. For example, pupils know why archaeological evidence is an important source of information for historians and understand the difference between original artefacts and reconstructions. They show extensive knowledge of the Viking way of life, and draw skilfully on this in discussion.
85. The school has adopted nationally available programmes of work in **geography** to provide a sound outline for what will be taught in each of the three classes. The work which pupils have recently done, for example on the impact of environmental change, is of high quality. Lessons give good opportunities for them to follow their own lines of enquiry and develop their research skills. Work is completed with care and attention to detail. Good use is made of the local environment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. These subjects were sampled and therefore no overall judgement about provision can be made. Few lessons were observed but examples of pupils' past and present work were examined and discussions held with both pupils and teachers.
87. Standards in **art and design** are above those expected at the end of Year 2 and when children leave school at the end of Year 4, as they were at the time of the last inspection. Examples of pupils' work on display and in their folders show an impressive range of knowledge and skills. These are carefully nurtured through a well-designed curriculum which presents a range of rich experiences. Pupils are encouraged to reflect on their achievements and challenged to do their best. They make extensive use of sketch books to practise and refine their technique and as a useful source of ideas. They learn about artists from the past and make use of their techniques in their own work. They also have the opportunity to work with local practising artists. They make good use of ICT, for example in their study of the work of Mondrian. The teaching seen during the inspection was good, showing a high level of expertise and ensuring that all pupils make good progress.
88. The **design and technology** curriculum ensures that pupils encounter a good range of opportunities for designing and making products. During their time in the school they are taught skills progressively through an increasingly complex series of assignments, including clowns with moving ears, animals with snapping jaws and pop-up greeting cards. Pupils design their products with care and are aware that the design process includes selecting appropriate materials, resolving difficulties and evaluating quality.

89. Since the last inspection **music** provision has improved and is now of very good quality. Teaching is characterised by a high level of expertise, and children engage in a wide variety of involving and challenging learning opportunities. Standards are therefore significantly higher than those normally found and pupils make very good progress. Music plays a strong and exciting part in the life of the school. Pupils sing very tunefully and expressively in assemblies. Weekly recorder sessions give children an additional opportunity to enhance their knowledge and skills. Good opportunities are provided for pupils to perform to each other, to parents and to people in the community.
90. Provision in **physical education** is good. The curriculum covers a broad range of activities. All pupils take part in games, gymnastics, athletics, dance and swimming. Those in Years 3 and 4 benefit from regular sessions run by specialist visiting coaches. Pupils enjoy their physical education lessons; many choose to develop their interest further through taking part in after-school activities. In lessons there is a high rate of involvement and activity, ensuring that skills are developed through practice and refinement. Pupils are aware of how they can improve their performance and work hard to do so. In the lessons observed they made good progress and reached standards above the national expectation. There is a need, however, to replace and improve equipment; this features in the school's plan for future action.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

91. The school gives a high priority to pupils' personal development. Regular lessons in PSHE are taught, and a good range of topics is offered. These give pupils the opportunity to consider issues relating to feelings and relationships, rights and responsibilities and making choices. The school has gained the Healthy Schools award and has a strong commitment to ensuring that children follow a healthy lifestyle.
92. Pupils are given responsibilities within the classroom or school, and fulfil them conscientiously. There is currently no school council, though one is planned. Informally, however, children's ideas and opinions are listened to carefully and taken into account. There are very good opportunities for discussion in many lessons. Pupils are accordingly skilled at putting forward their point of view and giving reasons for what they believe.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
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	4
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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
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).