

INSPECTION REPORT

TRIMLEY ST MARY PRIMARY SCHOOL

Trimley St Mary, Felixstowe

LEA area: Suffolk

Unique reference number: 124613

Headteacher: Mr Richard Griffiths

Lead inspector: Mr Andy Bond

Dates of inspection: 7 – 9 March 2005

Inspection number: 268143

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	399
School address:	High Road Trimley St Mary Felixstowe Suffolk
Postcode:	IP11 0ST
Telephone number:	01394 284 130
Fax number:	01394 270 570
Appropriate authority:	The governing body
Name of chair of governors:	Mr C Monk
Date of previous inspection:	8 February 1999

CHARACTERISTICS OF THE SCHOOL

Trimley St. Mary Primary School is a larger than average primary school, with 399 pupils on roll (including 37 part-time Reception children), catering for pupils aged 4 to 11 years. The school is located in the enlarged village of Trimley St Mary, near the Suffolk port of Felixstowe. Free school meals entitlement is below the national average, with 9.1 per cent of pupils qualifying. However, the percentage of adults with higher education qualifications, within the catchment area, is below the national average. This would indicate that social characteristics are lower than economic characteristics. Overall, socio-economic indicators are broadly average. Children generally enter the Reception classes with broadly average levels of attainment, but there are annual variations.

The percentage of pupils with special educational needs is above the national average (24.2 per cent). Most pupils have moderate learning difficulties or specific learning difficulties, such as dyslexia. A small percentage have social, emotional and behavioural problems. There are also a small number of pupils with speech and communication difficulties. Six pupils have Statements of Special Educational Needs, approximately 0.7 per cent, which is below average.

Almost all pupils are of white UK heritage, with a very small number of pupils of Chinese descent and mixed ethnic backgrounds. No pupils are identified as being at an early stage of acquiring English as an additional language. There is an above average movement of pupils in and out of the school. The present Year 6 cohort has experienced the greatest change. About a third of these pupils have joined or left the age group since Year 1.

There has been a significant turnover of staff in the last two years. Eight new teachers joined the school, including a new headteacher. The school has received awards for achievement (2002) and the FA charter standard (2004). It is involved in the leadership development strategy in primary schools and the initiatives related to healthy school and primary strategies. Many local community groups use the school building.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17263	Mr Andy Bond	Lead inspector	English
9504	Mrs Sheila Gurney	Lay inspector	
23482	Mrs Diana Mackie	Team inspector	Foundation Stage Geography History Personal, social and health education
19507	Mrs Beulah Andrews	Team inspector	Special educational needs Mathematics Music Religious education
32260	Mr Andy Lane	Team inspector	Science Information and communication technology Art and design Design and technology Physical education

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory education and sound value for money. Standards are generally average by the end of Years 2 and 6. Pupils achieve well in Years 1 to 2 and satisfactorily in Years 3 to 6. Reception children achieve well and reach above average standards by the time they begin Year 1. Overall, the quality of teaching and learning is satisfactory. The curriculum provision is good and the leadership and management of the school are also good. Improvement since the last inspection is sound.

The school's main strengths and weaknesses are:

- Pupils achieve well in the Reception classes and reach above average standards by the time they begin Year 1.
- Pupils in Years 1 and 2 achieve well.
- An insufficient number of higher-attaining pupils are reaching above average standards and in English, standards are below average by the end of Year 6.
- The school provides pupils with a good, rich curriculum.
- The leadership and management of the school, including those of the headteacher, are good, although the management role of the subject co-ordinators is not sufficiently developed.
- The school fosters pupils' personal development well and there is a positive ethos throughout the school.
- There are very strong links with the community and local schools and the partnership forged with parents is good.

The school was last inspected in February 1999; since then it has made sound progress. The majority of the key areas for improvement have been addressed. The National Literacy Strategy is now in place, mental mathematical strategies are taught throughout the school, progress in pupils' scientific skills has improved and standards and achievement in information and communication technology (ict) have improved markedly. The provision in the Reception classes is now far more effective. Teaching and learning and the curriculum have also improved since the last inspection. However, the management role of subject co-ordinators, the challenge of work for pupils and the performance of higher-attaining pupils are still in need of some improvement. Many of the previously reported strengths of the school have been maintained, such as the provision for pupils with special educational needs, pupils' personal development, care, welfare, partnership with parents and leadership and management.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with those of:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	E	E
Mathematics	B	C	D	D
Science	A	A	D	C

*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.*

Overall, pupils' achievement is satisfactory. Children begin school in the Reception classes with broadly average attainment. They achieve well and by the time they begin Year 1 the majority of children are expected to exceed the Early Learning Goals¹ in the required areas of learning². The pupils currently in Years 1 and 2 also achieve well and attain average standards in reading, writing,

¹ The Early Learning Goals set out what children should achieve by the beginning of Year 1 in primary schools.

² The areas of learning are personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

mathematics, science, ICT, religious education and physical education by the end of Year 2. In Years 3 to 6, pupils' achievement is satisfactory and standards are average by the end of Year 6 in mathematics, science, ICT, religious education and physical education. In English, standards are below average. There was an insufficient inspection focus in other subjects to make valid judgements on achievement and standards. The results from the 2004 Year 6 tests were well below average in English and below average in mathematics and science. Too few pupils attained above average standards in these subjects. Approximately a third of pupils in this particular year group were identified as having special educational needs and this also had the effect of depressing standards. Overall, pupils with special educational needs achieve at the same rate as their classmates.

Pupils' personal qualities, including spiritual, moral, social and cultural development, are good. Pupils have positive attitudes to school and their behaviour is good. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall. Teaching and learning are very good in the Reception classes. They are good in Years 1 and 2 and satisfactory in Years 3 to 6. Teachers form good relationships with pupils and manage their classes well. They ensure that there is a good climate for learning and every pupil is treated fairly. Pupils work well together in pairs and groups. Teaching assistants make a valuable contribution to lessons by supporting pupils well, especially those pupils with special educational needs. Very effective teaching methods are employed in the reception classes, which inspires children to learn. In Years 1 and 2, teaching is lively and stimulating, which results in pupils applying themselves well to tasks and being productive in lessons. In Years 3 to 6, teaching is satisfactory overall and pupils make sound gains in their acquisition of skills, knowledge and understanding, but many lessons lack the pace and challenge required for pupils to make good progress. Assessment procedures are satisfactory. Appropriate records are maintained and pupils' achievement is tracked throughout the school. Targets for improvement are set and pupils are clear about what they need to do next in order to improve. This is beginning to make a favourable impact on raising standards.

The curriculum is good. A broad range of learning opportunities is provided for pupils, including varied and interesting enrichment activities, such as residential visits, extra-curricular clubs and well-planned whole-school events with a specific focus. Provision for pupils with special educational needs is good. Pupils' personal, social and health education is well catered for. Accommodation and learning resources are both satisfactory. The school's partnership with parents is good and links with the community and schools and colleges within the locality are very good. The school takes good care of its pupils and provides good support and guidance. Arrangements for seeking pupils' views are also good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The recently appointed headteacher provides the school with good, well-focused leadership. He has brought stability to the school after a period of staff change. There are effective management systems in place with a strong emphasis on raising standards. The leadership of the key staff and subject co-ordinators is good, whereas their management is satisfactory because the monitoring of performance in the subject areas is not sufficiently developed. The governance of the school is good. Governors are fully involved in the life of the school. They are well organised and have a good grasp of the strengths and weaknesses of the school. Governors ensure that the school complies with all the statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are pleased with the education provided by the school for their children. Pupils have positive views of the school. They like coming to school and have good relationships with teachers.

IMPROVEMENTS NEEDED

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

- Increase pupils' rate of achievement in Years 3 to 6 by improving the quality of teaching and learning.
- Improve the attainment levels of higher-attaining pupils by the end of Year 6.
- Develop the role of subject co-ordinators so that they become more effective managers.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are above average at the end of the Reception Year and average at the end of Years 2 and 6. Children in the Reception classes achieve well, as do pupils in Years 1 and 2. Pupils in Years 3 to 6 achieve satisfactorily.

Main strengths and weaknesses

- Children in the Reception classes receive a very good start to their education and achieve well.
- Pupils in Years 1 and 2 achieve well because the quality of teaching and learning is good.
- Standards in English are below average by the end of Year 6.
- Too few higher-attaining pupils reach above average standards by Year 6.
- Recently introduced strategies are gradually making a favourable impact on raising standards.

Commentary

1. Attainment on entry to the Reception classes is broadly average, although there are quite significant variations from year to year. The school and the local education authority baseline data³ over a number of years clearly support this view. Children in the Foundation Stage⁴ achieve well because of the very good provision, which includes some very strong teaching. By the end of the Reception Year, most children exceed the expected goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. They achieve the goals in physical development and creative development. Standards and achievement have improved quite significantly since the last inspection.

Standards at the end of the Reception Year

Personal, social and emotional development	Above the expected levels
Communication, language and literacy	Above the expected levels
Mathematical development	Above the expected levels
Knowledge and understanding of the world	Above the expected levels
Physical development	In line with expected levels
Creative development	In line with expected levels

2. Standards in the core subjects⁵ dropped at the end of Years 2 and 6 in national tests in 2004. This was after three years of results which were generally average or above average. In Year 2, standards were well below average in reading, writing and mathematics. In science, teacher assessment indicated broadly average standards. Year 6 results were well below average in English and below average in mathematics and science. There are a number of reasons for the fall in standards. In Year 6, there was a higher than usual percentage of pupils with special educational needs: approximately a third of pupils were identified as requiring some form of additional support. Too few pupils reached the above average standards. This was particularly the case in English. In mathematics and science 2004 results were marginally below the national average at the higher grade Level 5. The school had also experienced a

³ Baseline information - information compiled which assesses children's attainment when beginning school.

⁴ Foundation Stage – Reception classes.

⁵ Core subjects - English, mathematics and science

period of instability the previous year when there was significant turnover of staff, especially at senior management level. Similar factors also influenced Year 2 results in 2004, although the percentage of special educational needs pupils was lower than in Year 6. The school appears to have stopped this decline in standards because the present Year 2 and Year 6 pupils are attaining higher standards.

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

Standards in:	School results	National results
Reading	14.5 (15.9)	15.8 (15.7)
Writing	13.1 (14.2)	14.6 (14.6)
Mathematics	14.5 (16.9)	16.2 (16.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year.

- In the present Year 2 classes, standards are judged to be average in English, mathematics, science, ICT, religious education and physical education and achievement is good. In the other subjects, insufficient evidence was gathered by inspectors to make valid judgments on standards or achievement. Achievement is good in Years 1 and 2 because the quality of teaching and learning is good and pupils make good progress in lessons. A much higher percentage of pupils in Year 2 are operating at above average levels in the core subjects because they are set challenging work and teachers' expectations are generally high.

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

Standards in:	School results	National results
English	25.5 (26.9)	26.9 (26.8)
Mathematics	26.0 (27.1)	27.0 (26.8)
Science	28.2 (30.0)	28.6 (28.6)

There were 49 pupils in the year group. Figures in brackets are for the previous year.

- Pupils currently in Years 3 to 6 are achieving satisfactorily and standards are average in mathematics, science, ICT, religious education and physical education at the end of Year 6. In English they are below average because too few pupils are working at above average levels and this depresses the overall performance of the year group. No judgement was made on standards and achievement in other subjects because the inspection team did not gather sufficient information during the inspection to make a valid judgement. Although teachers plan their lessons appropriately and try to match work to cater for all levels of ability within their classes, the challenge for higher-attaining pupils is not always sufficient. The tasks prepared in many lessons, particularly in English, mathematics and ICT, do not enable the most able pupils to reach above average standards. Pupils do not produce enough work in the time available and are not always extended to their full potential by the teaching methods employed in Years 3 to 6. The school is beginning to address this issue by focusing on improving the quality of teaching and learning, seeking advice from literacy and numeracy consultants, analysing test results to identify weaknesses in the performance of pupils and by banding by ability levels in English and mathematics in Year 6. There is evidence from school assessment to indicate improvement in standards in Year 6 and the percentage of pupils reaching the above average Level 5 in English and mathematics is expected to exceed last year's result.
- Pupils with special educational needs make good progress overall because they are well supported by teachers and teaching assistants. Their attainment matches, and at times surpasses, that of their peers because the extra support they receive is planned precisely to meet their individual needs.

6. The school sets challenging targets for pupils' performance at the end of Year 6, but fell below its own predictions for pupils at the higher Level 5 in English in 2004 tests. Girls tend to do better than boys in English tests, but this is generally in line with the national picture. In mathematics and science there is little difference between the attainment of boys and girls. Despite the fall in standards in the core subjects in Year 6 results in 2004, the performance over time for the school is broadly in line with the national trend. Improvement since the last inspection is satisfactory overall. Achievement and standards have improved in ICT quite markedly and in other subjects they have remained fairly similar.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance is satisfactory and punctuality is good. Pupils' spiritual, moral, social and cultural development is also good.

Main strengths and weaknesses

- Pupils like the school and show respect and concern for each other.
- Older pupils enjoy being given responsibilities and take pride in the help they are able to give.
- Pupils appreciate the wide range of educational visits, which promote their maturity and independence.
- The rate of exclusions is above the national average.

Commentary

7. Pupils are happy and parents agree that they almost all like school. They have good attitudes to all aspects of their schooling and, as at the time of the last inspection, their behaviour is generally good. In lessons, especially where the teaching is good, children are attentive, eager to answer questions and show enthusiasm for their learning. They co-operate and collaborate well. They are polite to staff, visitors and generally to each other. The school has high expectations for good behaviour and for respect for others. The vast majority of pupils respond well to the new behaviour policy. During the last academic year it was necessary to enforce eleven fixed term exclusions on eight pupils. This is well above the national average but the reasons were justified. Since last September, however, only two pupils have been excluded and Year 6 pupils interviewed consider behaviour in the school has improved. As in all schools there are occasional instances of bullying but no pupil considered it an issue. They felt rare cases were quickly and effectively dealt with. One or two parents were not entirely happy about cases in the past but admitted their children were no longer bullied.
8. Children in the Reception classes settle very well into school routines and behave very well. They become increasingly responsible and begin to evaluate their own progress. Very good relationships result in a trusting, positive atmosphere in which children enjoy learning. Their levels of concentration increase and they adapt well to the brisker pace of lessons as the year progresses. Pupils with special educational needs have positive attitudes towards learning. They form good relationships with staff, especially teaching assistants and this input ensures that they make progress similar to that of their classmates.
9. Attendance is very well monitored and is in line with the national average for primary schools, as are rates of unauthorised absence. Last term attendance improved to 96.2%. This was the level at the previous inspection when it was considered good. Punctuality is good and letters to parents are effective in improving the time-keeping of the few persistent latecomers.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.3
National data	15.1	National data	0.4

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

10. The school provides good opportunities for spiritual development. Even the younger children are taught to become reflective and critical. Assemblies, where pupils listen carefully and behave very well, are a particularly strong feature. Pupils are given time to reflect on their own thoughts and feelings. During the week of the inspection the theme was on people who inspire others by their commitment to succeed or their concern for others less fortunate than themselves.
11. Provision for moral and social development is also good. Teachers and pupils regularly discuss moral issues, particularly through religious education, PSHE⁶ and circle time. The school council gives pupils the opportunity to take on responsibilities and the members, from across the school, are proud to do this. Year 6 pupils are given a range of duties, for example helping younger children in the playground and manning the office at lunchtime. They enjoy the assignments and carry them out effectively.
12. Pupils' cultural development is good and provision for multi-cultural education has improved greatly since the time of the last inspection. The school has initiated plans, through geography, to link with a school which has a high proportion of children from differing ethnic backgrounds. A range of visitors, from varying backgrounds, is welcomed to educate and entertain the pupils. All pupils have opportunities to go on educational trips and those in Years 5 and 6 are offered residential visits. Year 6 pupils show great appreciation of these opportunities, which help enrich their spiritual, moral, social and cultural education and improve their maturity and independence. Pupils' personal development has remained a strong element of school provision since the last inspection.

Exclusions

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
384	11	0
5	0	0
3	0	0
4	0	0
3	0	0

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

⁶ PSHE - Personal, Social and Health Education

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is sound. Teaching and learning are satisfactory. There is a good learning ethos in the school. The school provides pupils with good learning opportunities. Care, guidance and welfare systems are good. Links with other schools and colleges are very good.

Teaching and learning

The quality of teaching and learning is satisfactory overall. It is very good in the Reception classes, good in Years 1 and 2 and satisfactory in Years 3 to 6. Assessment procedures are satisfactory.

Main strengths and weaknesses

- Teaching and learning in the Reception classes are very good and children achieve well.
- Teachers manage their classes well and pupils work well together in a positive learning atmosphere.
- There is a lack of challenge and pace in some lessons, especially in Years 3 to 6, which results in only moderate gains in pupils' learning.
- Lively and novel teaching methods, particularly in Years 1 and 2, encourage and inspire pupils to apply themselves well to their work.
- Teaching assistants make a valuable contribution to pupils' learning when working with small groups.
- Pupils have a good understanding of what they need to do next in order to improve because they have well defined targets.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (25%)	14 (31%)	19 (42%)	1 (2%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Children in the Foundation Stage achieve well from an average start because of the very good teaching. By the end of the Reception Year, most children exceed the expected goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. They achieve the goals in physical development and creative development.
14. There is a positive learning ethos throughout the school because teachers have good strategies for managing pupils in lessons. Relationships between pupils and adults are good. There is evidence of mutual respect and good humour in many lessons. Praise and encouragement are used effectively to improve pupils' performance and boost self-esteem. Teachers encourage pupils to make contributions to lessons and value their comments. All groups of pupils are drawn into lessons and teachers make appropriate provision for pupils of different abilities within their planning. Good levels of collaboration are a feature of many lessons, either through partner discussions or group tasks. Pupils share their views and clarify their thinking with other members of the group before forming their response to questions. These good features were demonstrated well in a Year 3 mathematics lesson, when pupils used dice and playing cards to improve their mental calculation skills in the addition of two digit numbers. Pupils are clear about the rules for good behaviour. The Year 6 pupils like the recently introduced tracking system. They are clear about sanctions and eager to build up their 'credits' towards achieving the next award. The system promotes good learning attitudes.

15. In a number of lessons, particularly in Years 3 to 6, teaching lacks challenge and the pace of lessons is only moderate. Pupils are not sufficiently inspired or challenged intellectually to make more than adequate gains in their learning. The pace of lessons tends to drift towards the end and pupils' productivity and quality of work fade. The tasks set are often too mundane (such as completing worksheets) or are not interspersed with a variety of activities, such as drama, debate or illustration, to reinvigorate the learning process. As a result, pupils' interest wanes. Often a visual stimulus, such as an interesting artefact or a colourful poster, is lacking from these lessons. Although interactive whiteboards have been recently installed in four classrooms the new technology is yet to make a sizeable impact on the quality of teaching and learning.
16. Many teachers, especially those in Years 1 and 2, use novel methods to teach the basic skills effectively. For example, a Year 1 teacher uses a large die with the whole class to find blends of words to prompt pupils into thinking about words beginning with 'sp'. When a pupil responds with 'sparrow' the teacher reinforces learning by over-emphasising the initial blend. "Well done: sparrow". Skilful teachers pose questions that make pupils think deeply about their answers and expect full sentence answers, rather than brief phrases. In good lessons, teachers maintain a brisk pace by setting time targets, with frequent reminders about the expectation of the amount of work to be completed. They circulate around the room, monitoring progress and giving suggestions for improvement. Occasionally, teachers interrupt pupils when they are working, in order to correct misconceptions and re-focus the class by using a modified approach. This often proves successful in consolidating pupils' learning.
17. Teaching assistants make valuable contributions to lessons, especially when working with small groups of pupils. They are patient and explain clearly what pupils are expected to do within group activities. Teaching assistants give support to different ability groups within the class, but they are particularly effective in raising the achievement of pupils with special educational needs. They are aware of their specific targets and give well-focused support at the start of the school day. Teaching assistants also implement the additional withdrawal strategies for numeracy and literacy during corresponding lesson time. This too is effective in raising the achievement of pupils close to the next level of attainment.
18. Assessment procedures are satisfactory overall. The school is continuing to develop thorough assessment systems in the core subjects and ICT. In the other subjects, basic requirements are met through the use of the end of topic assessments and the collection of samples of pupils' work, which reflect the standards across each year group. Pupils' progress is tracked properly from year to year through the use of optional tests and the school's own levelling systems. Teachers are being encouraged to make predictions for pupils' performance and to work systematically towards achieving greater rates of progress. Target setting is proving effective because pupils are developing a clear understanding of what they need to do next in order to improve. Their targets are displayed in classrooms and in their English and mathematics books so that there are frequent reminders of the next step of learning. Marking is sound, with some good examples in individual classes. Most teachers make supportive comments and explain periodically how pupils can improve their work. However, the approach is not consistent throughout the school and some marking of pupils' work is superficial. Assessment has improved since the last inspection. Many weaknesses have been eradicated.
19. Overall, teaching and learning have improved since the last inspection. The percentage of very good teaching is much higher and unsatisfactory teaching has almost been eliminated. However, some weaker elements still remain, such as the lack of challenge and pace in some lessons.

The curriculum

Curricular provision is good. It is enriched well with interesting and stimulating activities. The quality of accommodation and learning resources is satisfactory.

Main strengths and weaknesses

- The curriculum for children in the Reception classes is very good.
- Provision is good for pupils' personal, social and health education (PSHE).
- Pupils with special educational needs achieve as well as their classmates because of good provision.
- There is a good range of extra-curricular activities, particularly in sport.
- Although there is work planned for higher-attaining pupils in lessons, it does not offer enough challenge.
- Pupils' skills in ICT are not extended and used as well as they could be in other subjects.

Commentary

20. The curriculum meets statutory requirements and there has been good improvement in curricular provision since the last inspection. All pupils receive their entitlement to the curriculum for the Foundation Stage, the National Curriculum, religious education and collective worship. Criticism of the curriculum for children in the Reception classes at the time of the last inspection has been addressed very well. Resources and accommodation remain satisfactory overall. ICT resources have been well enhanced. In the Reception classes, resources are good, but access to the outdoor area is difficult because it means that one class has to walk through lessons in the neighbouring classroom.
21. The school's provision for special educational needs pupils is good. Pupils with learning, physical or behavioural difficulties are monitored and set regular, appropriate learning targets. Effective individual education plans and Statements of Special Educational Needs are reviewed regularly. Pupils are supported well by the school's special educational needs co-ordinators and the teachers and teaching assistants in lessons, and when they are withdrawn from lessons for special help. Pupils are supported well by outside agencies. The school provides an effective 'nurture unit' at lunchtime, where pupils who are experiencing problems with relationships or behaviour have time to relax and relate to supportive staff who gradually integrate them back into the school community. All pupils are treated fairly and have good access to all aspects of the curriculum. The school is at an early stage of developing the provision for gifted and talented pupils. A register has been compiled and two co-ordinators appointed to lead and manage this aspect. Expertise is being gained by the co-ordinators through training and staff awareness raised through the introduction of guidance materials. Extra-curricular activities, especially in music and physical education, offer some gifted and talented pupils an opportunity to fulfil their potential.
22. Children in the Reception classes benefit from a very well planned and organised curriculum, which focuses sharply on the children's learning needs. Staff provide a setting in which children, including those who attend part-time, can gradually be integrated into the wider school environment with its increasing demands and expectations. Stimulating topics engage children's interest and help them to achieve well. Areas of the curriculum are linked together very well so that learning is relevant. The curriculum is enhanced well by visits and visitors.
23. In Years 3 to 6, there are clear, whole-school plans that show how each subject is to be taught. Increasingly, subjects are linked so that pupils use skills and knowledge from one subject to support, extend and enhance learning in others. Teachers are using assessments of pupils' achievements to inform the planning of lessons. However, the needs of the higher-attaining pupils are not always met with sufficient rigour. Work at a more advanced level is planned but it does not offer enough challenge to spur these pupils to higher levels of attainment. ICT is not yet planned sufficiently into lessons. English and mathematics are

enhanced as pupils write instructions, measure materials and sketch out their ideas, but too many worksheets inhibit further practice and extension of pupils' writing in subjects such as geography and history.

24. Provision for personal, social and health education (PSHE) is good. Professional training for staff has been good. 'Circle time', when pupils sit in a circle to discuss social issues, is used effectively to air and tease out pupils' ideas and concerns. The school council ensures that pupils have a voice and are able to influence school affairs. Sex and relationships education, and information on the misuse of drugs, alcohol and tobacco are included in the science curriculum and are taught specifically as part of the PSHE programme. In Years 5 and 6, pupils enjoy residential visits that help them to experience living with people other than their families and to become more independent. Activities to encourage health and fitness are promoted well, with regular after-school activities. Pupils talented in sports are able to extend their skills in regular matches against other schools. There is a good range of clubs to stimulate pupils' interests and extend their musical, sporting and artistic skills. As part of the drive to promote healthy living, the school is involved in the 'Healthy Schools' initiative. All these help to prepare pupils well for the next stage in their education, and for later life.
25. Enrichment of the curriculum is good. Creativity and relevance are fostered in many ways, and the local community is involved well, for example, in a Year 3 geography lesson. The school grounds and the local area are used effectively to enhance pupils' learning in a range of subjects, including science and geography. Pupils benefit from exciting experiences during special events, such as the 'Tudor Day', 'Book Week' and 'Science and Health Week'. Pupils are well prepared for the next phase of education, and teachers link effectively with staff from local schools to find ways to share good practice. Trainee teachers extend their understanding of how pupils learn by working with experienced teachers at the school.
26. The school accommodation is satisfactory overall. Most classrooms are of a reasonable size. In addition, the school has two pleasant library areas and a designated computer suite. The hall is a little small for a school of 400 pupils. Outdoor facilities are good. A large playground and playing field area are used effectively, particularly for the delivery of physical education lessons. Learning resources are generally satisfactory in all subjects.

Care, guidance and support

The school has a caring ethos and staff have very good relationships with the pupils. They are given good support and guidance. Arrangements to ensure children's welfare, health and safety are good.

Main strengths and weaknesses

- Teachers have very good relationships with the pupils.
- There are very good induction arrangements for children entering the Reception class.
- Child protection arrangements are good.

Commentary

27. Staff support the pupils well and the ethos of school is very friendly and caring. Induction procedures into the Reception class are very good and appreciated by the parents. Children settle in quickly and easily and this has a positive effect on their achievement. Good arrangements are made to prepare Year 6 pupils for their secondary education.
28. The school makes good arrangements to implement the locally agreed child protection procedures. All staff are given basic training on the need for vigilance and what to do if they have reasons for concern. Arrangements to ensure health and safety are good and regular risk assessment takes place. No safety hazards were observed during the inspection and pupils feel safe and secure. First aid provision is good. Several members of staff are current

first aid certificate holders and, because there is a swimming pool on site, all teachers have ensured that they have passed the shallow water swimming certificate.

29. Pupils are given good support, advice and guidance. Their personal development is well monitored and recorded. Academic performance is assessed and monitored satisfactorily. Pupils have a good understanding of what they need to do next in order to improve their work through the setting of clear targets in literacy and numeracy. Teachers have good relationships with their pupils, which contributes to a good learning ethos. Children trust their teachers to help them and are confident that they can share any worries with them. The nurture group is a very worthwhile initiative, which helps certain pupils to overcome their behavioural difficulties and gain self-esteem. Even pupils not directly involved appreciate the value of this help.
30. The school listens to pupils' views through class discussions, the school council and questionnaires. Children are able to cite instances where they have been able to bring about change. Currently, discussion focuses on extra provision for the playground. Provision for children's care, welfare, health and safety is one of the school's strengths, as it was at the time of the last inspection.

Partnership with parents, other schools and the community

The partnership with parents is good. Most parents are very supportive of the school and its aims. There are very good links both with other local schools and with the community.

Main strengths and weaknesses

- The parents' association is strong and effective in supporting the school.
- The parents' forum gives them an opportunity to express their views.
- Most parents are comfortable approaching the school with questions or problems.
- Links with the community and other schools are very good and this enhances pupils' achievement.

Commentary

31. About one third of the parents completed the questionnaire and their views were generally positive. A small minority had concerns about bullying, information about their children's progress, homework and whether the school listened to their views. Inspectors found there was no longer evidence for concern about bullying. The school tries to ascertain parents' views through the parents' forum, which is organised by the headteacher. This is difficult for working parents but questionnaires are sent to all parents and they are always welcome to visit the school with suggestions and concerns. The school does much to inform parents about pupils' progress and consultation evenings are very well supported. However, pupils' end of year reports could be much briefer and more succinct, with less about what the child has done and more about the progress made. There is good information about the pupil's personal development but less about academic progress. Reports for the children in Reception classes are good. Class teachers send termly letters to parents about the curriculum to be studied but there is inconsistency, with some being much more informative than others. Information from the Reception classes is very good. A small minority of parents and some pupils had concerns about homework and the school is about to review its homework policy. The prospectus is clear and helpful and parents are made well aware of school events and general information through a range of letters and newsletters.
32. The School Association is very active and well supported, both for fund-raising and social events. Parents are very willing to help with school events and also in the classroom. About 30 parents volunteer to help in school at least weekly and others are available on an 'ad hoc' basis. The number of parent helpers is high when compared to that in similar schools. School productions are very well supported.

33. Links with other schools are very good. There is an independent pre-school on site, which uses various school facilities. There are also very close links with other Felixstowe schools as part of the joint pyramid. The schools run joint events, sporting fixtures and competitions. This enhances pupils' achievement, particularly in physical education. There are regular meetings to share information and expertise. There is close liaison about induction and transition arrangements for Year 6 pupils, enabling them to settle in easily into the high schools. Subject liaison is good and teachers make visits to other schools.
34. Links with the community are very good. The school has a number of community lettings and hosts the annual church fete. Pupils help with the local carnival and the school enters a float. They join members of the church with charitable appeals. The recent school centenary helped to renew old links by including many ex-pupils and members of the community. There have in the past been positive industrial links with the Port of Felixstowe, the local water company and a regional newspaper. The wide range of educational visits offered promotes positive links with the community and builds on school provision. The partnership with the parents and the very good links with other schools and the community all help to enrich the education provided by the school. This area of the school's work has improved since the last inspection.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The recently appointed headteacher provides the school with good, well-focused leadership and has a clear vision of future school development. Senior staff and subject co-ordinators fulfil their roles satisfactorily. The governance of the school is well developed and effective. The school is now back on track after a period of staff change.

Main strengths and weaknesses

- The headteacher gives purposeful leadership, well focused on raising standards.
- Management systems are effective; the school's performance is evaluated well and clear priorities are set for improvement.
- The subject co-ordinators have good leadership qualities, but their management roles are not sufficiently developed.
- The governors fulfil their role well. They have a good understanding of the school and its overall performance.
- Finance is used effectively to achieve educational priorities.

Commentary

35. The recently appointed headteacher has given the school a strong, purposeful lead after a short period of comparative instability. Since his appointment in September 2003, the school has gradually moved back on track with many aspects of its work showing distinct signs of improvement. There is a clear vision for future school development, which is shared with staff and governors. An effective school team spirit, aimed at raising standards, is gradually evolving as open relationships and mutual respect develops between staff and the leadership team. Self-evaluation and the monitoring of school standards have been strengthened. There are now signs that thorough analysis and effective action to raise standards is beginning to make a favourable impact on school performance, after an uncharacteristically poor set of test results in 2004.
36. The school is well organised and managed. Staff are clear about their roles and responsibilities. There are well-defined expectations of the contribution they are required to make towards whole-school improvement. The School Development Plan possesses all the important elements to be a successful tool for improved performance. It has clear objectives, identified personnel, a timetable for achievement, resources required, monitoring procedures and success criteria. The main priorities focus on raising standards in English, mathematics

and ICT. Appropriate consideration is also given to improving the quality of teaching and learning in order to raise achievement. However, more attention could be given to boosting the achievement of higher attaining pupils, for the failure to reach the national average for the above average level at Year 2 and Level 5 at Year 6 in 2004 national tests depressed overall school results. Good progress has been made in monitoring the quality of teaching and learning by using a supportive system, which identifies good practice as well as points for future development. The tracking system for monitoring and improving pupils' behaviour and attitudes is also proving successful. Pupils themselves express enthusiasm for the system because they appreciate its fairness and know exactly why sanctions and rewards are given. There is a clear commitment to treating all pupils fairly and giving all members of the school community equality of opportunity. A broad and relevant curriculum is accessible to all pupils and withdrawal for additional support is thoughtfully dovetailed into the normal day-to-day lesson provision, without fragmenting pupils' full entitlement. Improvement since the last inspection is satisfactory. The majority of key areas for improvement from the last inspection have been addressed, with particularly good levels of improvement in ICT, provision in the Reception classes and learning opportunities throughout the school. Standards in the core subjects have improved in line with national levels.

37. The role of the subject co-ordinators is developing steadily. These staff are gradually becoming more empowered to monitor standards and make important judgments about the direction required to improve overall performance. In the main, the co-ordinators have the expertise to lead their subjects well, but need further training, experience and dedicated time to exercise their management roles fully. In the core subjects, co-ordinators are beginning to analyse test results, scrutinize pupils' work and review teachers' planning, but the monitoring of the quality of teaching and learning is yet to be embedded into their regular pattern of monitoring; without this information they are not in a favourable position to shape effective action plans. In the long term, the School Development Plan indicates that all co-ordinators will have opportunities to undertake monitoring of standards in their subjects in some form over the next three-year period. The leadership and management of special educational needs and for the education of Reception children are good. This is reflected in the good quality of provision for these groups of pupils.
38. The governance of the school is good. Governors have a clear picture of the school's strengths and weaknesses. They were disappointed with the 2004 test results, but were fully prepared because long-term predictions identified weaker academic performance in specific year groups. However, the effect has been to increase their resolve to work with the staff and the headteacher to promote higher standards. Co-ordinators make regular presentations to the curriculum committee on the development of their subjects and governors are frequent visitors to school, monitoring school performance formally and informally. Governors are confident and prepared to raise pertinent questions about school policies and challenge decisions in an open and friendly manner. The governors are conscientious and fulfil all their statutory requirements well. They make valuable contributions to the Governors' Annual Report, based on information they have collected through their monitoring procedures.
39. Administrative and financial systems are good. They are well organised and effective in enabling the school to concentrate on achieving its educational priorities. The school's budget is used successfully to focus on identified priorities. There are good review systems, which closely involve governors as well as senior managers and administrators. Best value principles are carefully considered when making key decisions. Discussions on the remodelling of the workforce are already high on the school's agenda for the next school year with suitable solutions being sought which will maintain educational provision without straining financial resources. The recommendations of the most recent audit report have been implemented and day-to-day administration is efficient and effective.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	973,775	Balance from previous year	27,256
Total expenditure	937,706	Balance carried forward to the next	36,069
Expenditure per pupil	2,243		

40. The expenditure per pupil is slightly below average, compared with that of other primary schools. Educational provision is satisfactory overall, although there are strengths in a number of aspects of the school's provision. Pupils' achievement is judged to be satisfactory overall. Taking these combined factors into account, the school continues to give sound value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **very good** in the Reception classes and children achieve well.

Standards, teaching and curricular provision have improved since the last inspection. Children achieve well from an average start and are on course to exceed the expected goals by the end of the Reception Year in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. They are on course to achieve the goals in physical development and creative development. Staff have a very good understanding of the needs of young children and a secure grasp of the curriculum for the Foundation Stage. Teaching assistants play a significant role in teaching. Day-to-day assessments of children's progress are used well to plan work in all areas of learning. Children with special educational needs are well supported and they achieve well. The curriculum is stimulating and fun, so that children love to learn. There are good procedures for linking the stepping-stones of the early curriculum with learning in the National Curriculum in Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good teaching ensures that children adapt well to school life and become increasingly independent.
- Children behave very well and enjoy learning.
- They begin to review and evaluate what they have learnt.

Commentary

41. Children achieve well and exceed the goals expected by the end of the Reception Year. Very good teaching and support enable children to adapt very well to school routines and relate very well to one another. Induction procedures are very good, and children come happily into the classroom each day. They keep the simple rules and there is a purposeful and pleasant atmosphere that is conducive to learning. In the role-play area and during outdoor play, children play happily together. Management of children's behaviour is very good; children are encouraged to account for their own actions and to consider how their behaviour affects other people. Staff create a positive learning environment that is stimulating and fulfilling. Children evaluate their own learning by recording what they have done and by writing about their favourite activities at the end of each week. In story times, children listen with increased concentration. In discussions, they gradually learn to take turns fairly and listen to one another respectfully. Sessions are arranged so that children who attend part-time have opportunities to build up relationships with staff and gain confidence. During the year, staff gradually introduce longer periods of direct teaching and more intensive teaching of groups, particularly in literacy and numeracy; this is to prepare children for the brisker pace of lessons in Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Most children are on course to exceed the expected goals by the end of the Reception Year
- Very good teaching, with activities that are relevant, ensures that children achieve well.
- Language and literacy are promoted very effectively throughout the school day.

Commentary

42. Very good teaching ensures that most children exceed the expected goals by the end of the Reception Year. Staff promote a love of literature and oral expression. Throughout the day, new vocabulary is introduced and consolidated, and staff interact very well with children and encourage them to express their ideas. As a result, children learn at a good rate, enjoy this area of learning and have very good attitudes to it. Staff make good use of time to ensure that children gain maximum benefit from part-time attendance. Each session is well planned and the classroom is well organised to ensure that language is promoted strongly. Attractive displays are well labelled with appropriate vocabulary. Teachers make learning fun when they use the theme of a story to enhance work in all areas of learning. For example, children heard the story 'Handa's Surprise', and then tasted fruit and created a 'small world' with trees, animals, fruit and Handa in the sand trays. Children's progress in reading is enhanced through the involvement of parents, as children take books home regularly. Children of average and above average ability read simple storybooks, using their knowledge of letter sounds and shapes and observation of the pictures to gain meaning from the text. Less able children enjoy telling stories by looking at the illustrations. The teaching and learning of letter shapes and sounds is a significant feature of the school's programme for reading and writing. Staff encourage children to express themselves independently in writing, and all children write captions under pictures with recognisable words and clear messages. Although spellings are often incorrect, words are recognisable and there is a sense of narrative – children want to communicate, and they illustrate their work with lively drawings. More able children write words that occur often, such as 'the', 'and', 'play' and 'went', confidently and correctly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Mathematical vocabulary is taught very well.
- Everyday situations are used well to develop children's mathematical understanding.
- Children achieve well and exceed the expected goals by the end of the Reception year.

Commentary

43. Teaching is very good in both classes and staff use every opportunity to consolidate and extend children's mathematical vocabulary. Children learn at a good rate and become increasingly familiar with the number system, measuring, balancing and simple data handling. During social sessions, such as snack time, children count and share as they sort out the drinks and the food. The teachers' very good planning ensures that children enjoy mathematical activities, achieve well and are on course to exceed the expected goals by the end of the school year. Most children count forwards and backwards to 20 and are aware of higher numbers in everyday life. Throughout the day, staff encourage children to count, order and compare, as, for example, when children counted and weighed fruit and found out which vegetables were heavier. Staff work patiently with the less able children and help them to succeed in tasks. Mathematical ideas are incorporated into activities such as story telling, art and craft and playing with construction kits. Children of above average ability can add 'three more' or 'four more' in their heads. All children benefit from very good teaching in small groups, when specific mathematical ideas are developed. Children who attend part-time are integrated well into activities. Teachers and teaching assistants engage very well with the children and give them time to tease out their thoughts. Parents help in the classrooms, so that children have their questions answered and become increasingly confident in solving problems. The early stages of the National Numeracy Strategy are gradually introduced. Mathematics is linked well to ICT.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Staff plan a wide range of relevant activities to engage children's interest.
- Visits and visitors enrich the curriculum.
- ICT is taught and used well to further children's learning.

Commentary

44. Teaching is very good and learning during lessons is of very good quality. Very well planned, interesting activities extend children's experiences and increase their understanding of the world around them. The school environment is used well, as, for example, when children learn about insects. As a result, children achieve well and most are on course to exceed the goals expected by the end of the Reception Year. Teachers organise interesting trips to places such as a local church and a farm, and children go for walks in the neighbourhood. Visitors to the school, such as a mother and baby, police officers, fire fighters and a theatre group, widen children's knowledge and bring relevance to their learning. Staff ask well-directed questions and help children to sort out their ideas - for example, when they explored what the inside of unusual fruit might look like. In such activities, children develop early investigative skills and learn to record their findings in simple charts. Staff interact very well with the children, pick up their ideas and take the children's learning forward effectively. There is an element of fun in the teaching, as, for example, when children melted ice to find the toy animals that were trapped inside. Children gain an increasing understanding of different cultures and ways of life. Skills in design and technology develop well as children join and fix components and make models of simple vehicles and buildings from construction kits. Children develop good levels of skill in ICT as they explore simple programs on the computer and control a programmable toy as it collects fruit from various market stalls. In a very good link with mathematics, they logged on to the appropriate program, entered information about favourite fruits and then accurately interpreted the simple graphs the program produced.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers ensure that children get plenty of exercise and fresh air.
- Children are supported well to acquire the skills necessary for writing.
- Some children have to walk through a neighbouring classroom to access the well-developed outdoor area.

Commentary

45. Good provision includes a well-organised, fenced outdoor play area, which is used regularly. Children also enjoy regular physical education lessons in the school hall. In the outdoor area, children run, jump and balance with confidence and develop appropriate levels of muscular control and co-ordination. The quality of teaching and learning is good. There are opportunities for children to exercise and play freely and for the teaching of specific skills. This ensures that physical activity is not just supervised – it is part of the teaching programme. As part of the whole-school approach to a healthy lifestyle, children are encouraged to work outside as much as possible. Activities such as gardening and running the market stall ensure that learning in the classroom is linked well to outdoor activities. Teachers plan well so that children develop skills for handwriting, cutting, modelling with construction kits and

painting. During these activities, most children achieve well and develop skills in line with expectations. Children's manipulative control improves as they roll, squeeze and shape dough. Children handle pencils with increasing success as they write shopping lists, take orders in the classroom café and complete a wide variety of writing tasks.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Well-planned activities stir children's imagination.
- Creative development is linked well to other areas of learning.

Commentary

46. Activities are planned to be inviting so that children use their imagination and enjoy what they do. The quality of teaching is good and children learn at a good rate. Children extend their imagination in the role-play areas as they pretend to be grown-ups. Teaching assistants work with groups of children during musical activities, ensuring that there are opportunities for children to play percussion instruments and learn to listen and improve their work. The teachers link activities very well to other areas of learning - for example, when children created a huge spider's web and made spiders and insects that were caught in it. In music, children explore sounds and write them down as 'zzzzz', 'tic tac, tic tac' and 'bla bla'. Children's creative skills develop well as they use a wide variety of paints, colour sticks, papers and malleable materials, such as modelling dough. Children paint pictures confidently as they dab, stroke and splash with paint. They create bright pictures of fruit, print with a variety of objects and explore contrasting colours. Appreciation of well-known works of art is promoted; for example, children paint swirling blue pictures after looking at a Monet painting of water lilies. Artwork is displayed attractively to promote the children's self-esteem, and to brighten up the classroom.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are below average at the end of Year 6 because too few pupils attain above average levels.
- Achievement in Years 1 and 2 is good.
- Teaching and learning are good in Years 1 and 2 and satisfactory in Years 3 to 6.
- Pupils have positive attitudes to learning and behave well in lessons.
- The leadership of the subject is good, but monitoring procedures are insufficiently developed.
- Pupils have a good understanding of what to do next in order to improve their work because there are well-defined targets.

Commentary

47. Standards are average at the end of Year 2 and below average at the end of Year 6. The results of national tests have fluctuated quite considerably in the last four years. The 2004 results were well below average in reading and writing at the end of Year 2 and well below average in English at the end of Year 6. However, the position is improving and standards are higher in the present Year 2 and 6 classes. The main cause for the below average results in

English in 2004 is that too few pupils attained above average levels and this had the effect of depressing the school's overall average point score⁷. In the current Year 2 classes, this weakness has been removed but in Year 6 classes only a small percentage of pupils are working at a higher level. The school is engaged in a number of strategies in order to overcome this weakness.

48. Achievement is good in Years 1 and 2 because teaching and learning are good. Pupils are making good gains in their acquisition of skills, knowledge and understanding because the work set is challenging and the expectations of teachers are high. The methods used are lively and pupils' interest is maintained well in lessons. Time is used effectively to ensure that pupils produce a good amount of work in the time available.
49. In Years 3 to 6, achievement is satisfactory. Pupils are making appropriate progress in learning, but teaching, although sound, is generally lacking in flair and the pace of many lessons is only moderate. However, in all year groups relationships are good and pupils are well managed. Pupils are encouraged to work collaboratively and share their views sensibly. Attitudes and behaviour are good. In lessons pupils are keen to learn and listen attentively during the introduction. The planning of lessons takes account of pupils' differing abilities but, in many cases, pupils are not extended enough to reach higher standards, especially those pupils who are most able.
50. Pupils with special educational needs make progress similar to that of their classmates. Individual targets are carefully set and progress towards meeting these goals is monitored by staff. Teaching assistants also give good support in group activities, which enables these pupils to achieve at the same rate as others.
51. Pupils in Year 2 reach average standards in **speaking and listening** and generally achieve well. They are confident when speaking in discussion groups or when replying to teachers' questions, often giving clear, detailed answers. Their listening skills are sound. They maintain interest and listen carefully to teachers and other pupils in the class. In Year 6, standards are broadly average and achievement satisfactory. Pupils are reasonably assured in a wide range of speaking and listening situations. They use a range of vocabulary, respond appropriately to questions and offer their own opinions.
52. Standards in **reading** are average in Year 2 and achievement is good. Most pupils read with fluency and convey the meaning of texts. The main characters are identified and their knowledge of the plot is good. Most pupils show enjoyment in reading, even the lower-attaining pupils, who have limited expression and use a more mechanical approach to reading. Basic word recognition and word building skills, using letter sounds, are developed well. In Year 6, reading standards are below average, but achievement is satisfactory. Pupils read silently and have a reasonable level of recall. They are familiar with book conventions and use the contents page and index to find information. Their skills in using a dictionary are also soundly developed. Weaknesses in pupils' performance in reading tend to be in their higher order reading skills. Too few pupils are capable of using inference and deduction to bring out the full meaning of the text. Reading is well organised in the school. Pupils read regularly at home and in school. Reading diaries are kept up-to-date and teachers make pertinent comments about how improvements can be made. Most pupils are enthusiastic and older pupils talk about different authors and the types of books they enjoy.
53. Standards in **writing** are average in Year 2 and achievement is good. Most pupils write appropriately in sentences, using full stops and capital letters. In handwriting, letters are accurately formed and consistent in size. Some higher-attaining pupils are beginning to join their letters. The spelling of many basic words is accurate. There is evidence of good progress in pupils' work. Pupils' stories increasingly contain more imaginative language and there is

⁷ Average Point Score. The average point score compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

use of correct punctuation. In Year 6, standards in writing are below average, but achievement is sound. Higher-attaining pupils write with imagination and use rich language, as in the piece of empathetic writing of a letter from an evacuee to a parent, but there are too few pupils operating at this level. The work of many average-attaining pupils, although revealing accurately formed sentences with correct punctuation, lacks the exciting language with which to express their feelings fully. Many pupils in the year group are not producing a legibly joined style of handwriting in their normal written work. Although there is evidence of improvement over time, some pupils are not sufficiently productive to bridge the gap and achieve the next higher level.

54. Assessment procedures are satisfactory. Pupils' progress is recorded and properly tracked through the school. Teachers are becoming more skilful at predicting levels and taking the steps required to meet targets for the end of the school year. The setting of individual targets for pupils is embedded into school practice. These are displayed in exercise books and in the classroom, enabling pupils to have a clear understanding of their next step of learning and how improvement can be made.
55. The co-ordinator provides good leadership. She has a strong literacy background and has received significant training in recent times. The management role is developing well. There are increased opportunities to analyse test results, scrutinize pupils' work and review planning. Although there are some opportunities to monitor teaching and learning these are as yet, insufficiently developed in order to make an effective impact on raising standards at the end of Year 6.

Language and literacy across the curriculum

56. The school is gradually improving the number of opportunities for pupils to develop their language and literacy skills across the full range of curriculum areas. There are some good examples of extended writing tasks related to history, geography and religious education topics, which enhance pupils' performance in literacy. However, the use of worksheets in some subjects stifles pupils' creativity and interest in written English work. Spoken language is developed effectively in many lessons through partner discussion and well-directed questions from teachers.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Good teaching in Years 1 and 2 has improved the quality of pupils' learning.
- Teachers use mathematical vocabulary well to help pupils develop as mathematicians.
- Marking is not fully developed to help pupils improve.
- Teaching assistants are used well to support learning.
- Rapid mental calculation skills are not sufficiently developed in Years 3 to 6.
- There is an over-reliance on worksheets, reducing opportunities for pupils to develop their ideas and presentation skills

Commentary

57. Pupils in Years 1 and 2 achieve well as a result of good teaching and learning. By the end of Year 2 standards are average. Achievement in Years 3 to 6 is satisfactory. The targets set by the school for pupils at the end of Year 6 are high. However, there was little evidence of pupils working at the higher levels during the inspection. The introduction of booster classes is having a positive effect on standards. By the time they leave Year 6 the majority of pupils are expected to achieve standards on a par with those in most other schools. Teaching assistants are used effectively and positively contribute to achievement throughout the school.

The achievement of those pupils with special educational needs is satisfactory when measured against their attainment on entry to the school.

58. Teaching is good, at times very good, in Years 1 and 2, reflecting the positive impact of staff changes and initiatives for improvement. In other year groups teaching is satisfactory. Teachers make very clear to pupils what they are expected to learn, provide clear explanations about methods and encourage pupils to use mathematical vocabulary. This is reflected in the confidence with which pupils talk about their work. They are secure in recalling number bonds and successfully use these skills to solve problems. Rapid mental recall of number facts is less obvious in Years 3 to 6 because the challenge and pace in lessons is generally slow. A significant amount of work is recorded on specially designed writing layouts, restricting the development of ideas and presentational skills. Marking is thorough but does not always analyse errors or help pupils improve their work. Targets are set and applied consistently to help pupils focus on areas for improvement.
59. In Years 1 and 2, high expectations and good subject knowledge contribute significantly to progress. A good understanding of learning styles helps teachers motivate pupils; for example, anticipation and enthusiasm were almost tangible as pupils in Year 1 competed in a television-type game that involved rapidly calculating number bonds to 20. Their confidence in early number facts helped them to calculate with increasing speed. Mathematical understanding is taught well through work in number, measurement, space, shape and data handling.
60. In Years 3 to 6, work is planned to match pupils' abilities, but too frequently opportunities are missed to challenge higher attaining pupils. The new interactive whiteboards offer imaginative ways to engage pupils in lessons but tend to slow the pace of delivery. Good behaviour is generally maintained throughout lessons. A minority of pupils present challenging behaviour but in the main are managed well by their teachers. The achievements of all pupils are celebrated.
61. The school has faced significant challenges since the previous inspection and is to be commended for employing strategies that are beginning to raise standards to address those issues noted at the time of the last inspection. The school has successfully increased the confidence and competence of younger pupils to quickly recall number bonds. However, older pupils are insufficiently challenged to calculate and solve problems rapidly.
62. The mathematics co-ordinator has good subject knowledge. The school allocates time each term, for monitoring procedures. Monitoring has involved the co-ordinator working with teachers in the classroom. However, it is important for the co-ordinator to be in a position to objectively and accurately assess the quality of teaching and learning, targeting areas for improvement and sharing the good practice that already exists in Years 1 and 2. These strategies are seen as important by the school, in order to help to raise attainment and increase achievement in mathematics.

Mathematics across the curriculum

63. There are opportunities for pupils to reinforce and extend their numeracy skills in other subjects. Pupils use graphs and tables in science and geography and concepts of time are reinforced in history. Measuring skills are used in design and technology. Speaking and listening skills are well developed through sharing ideas in lessons.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is good in Years 1 and 2, so that the pupils achieve well.
- Investigations are used well to develop the pupils' scientific skills.
- Pupils co-operate well in lessons.
- The subject is well led but there are too few opportunities to monitor the quality of teaching and learning.

Commentary

64. Standards in science are in line with national expectations at the end of Years 2 and 6. In Years 1 and 2 the pupils achieve well, so that the proportion of pupils reaching the higher levels is increasing. In Years 3 to 6, the pupils consolidate their skills and the numbers reaching the expected level by the end of Year 6 is close to the national average, although too few reached the higher level in 2004 tests. Those pupils with special educational needs are well supported by the adults who work with them and they achieve at the same rate as other pupils.
65. At the time of the last inspection, the areas for improvement included developing pupils' scientific skills and improving the teachers' assessments of the pupils' work. A clear framework to help the teachers plan scientific activities has been adopted, with the result that investigations are now used regularly throughout the school. The teachers' assessments have been supported by the introduction of a tracking system that helps them clarify their judgements but this is at an early stage of development. There are plans to continue this work further to give the teachers clearer guidance. As a result of these initiatives, the pupils' scientific skills have been developed well and they understand how to conduct experiments. This represents satisfactory improvement overall.
66. The quality of teaching is satisfactory overall. The younger pupils are enthusiastic about their lessons because their teachers make the work interesting and set high expectations for the pupils. In a lesson about materials, for example, the teacher organised sets of objects for the children to investigate and kept their interest high by asking challenging questions. The pupils were able to explain that "Scientists ask why and how.". The older pupils also show enthusiasm but their work is not methodical enough, so that the results of their experiments are not always clear. During a lesson about dissolving solids the pupils carried out interesting experiments, but did not record their results in a systematic way, which meant that they had difficulty explaining their ideas. Across the school the pupils use a good range of charts and graphs to record their work, but the quality of those produced by the older pupils in Year 6 is not high enough. The teachers mark the pupils' work systematically and often give ideas that help the pupils improve their skills.
67. The pupils co-operate well in lessons. They often work in pairs or small groups where they are able to share ideas. In these situations they listen to one another well and share equipment between the group. The teachers encourage this way of working by setting clear rules about the way that the groups will operate and often set time limits for the work to be completed. This helps the pupils develop good working relationships with one another and to consolidate their knowledge and understanding of the subject.
68. The subject is well led and managed soundly by the co-ordinator, who has good knowledge of the strengths and weaknesses of science provision in the school. She monitors the teachers' plans and has undertaken some analysis of the pupils' work, but has too few opportunities to work alongside colleagues to help develop their skills. There are good and appropriate plans to help the teachers undertake even more effective assessments and to link these to portfolios of pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The recent investment in a new computer suite has improved access to the subject.
- Teaching in Years 1 and 2 is good and the pupils achieve well.
- Elements of control and monitoring are not taught in sufficient depth.
- The use of ICT across the curriculum is limited.

Commentary

69. Standards at the end of Year 2 are in line with national expectations. By the end of Year 6 standards are broadly in line with national levels, with the exception of aspects of control and monitoring, where they are below expectations. Those pupils with special educational needs are well supported across the school and achieve at the same rate as other pupils.
70. At the time of the last inspection, standards were below expectations at the end of Year 2 and Year 6. A key issue was to improve the level of attainment of pupils throughout the school. Since then the school has invested in a new computer suite and a number of interactive whiteboards. Despite this expenditure the school still does not meet the nationally recommended ratio for the number of computers available to the pupils. Teachers have been given training through national schemes and a new assessment system has been introduced. However, the teachers' judgements in the pupils' assessment books are not always accurate enough to provide them with the information they need to plan the next steps in the pupils' learning. As a result of these initiatives, standards have risen, but gaps remain in the pupils' skills. Overall, this represents good improvement.
71. The quality of teaching is satisfactory overall. The pupils achieve well in Years 1 and 2 because the teachers focus their lessons carefully to develop the pupils' skills in a systematic way. They explain what the pupils are expected to learn and ask them to check this at the end of the lesson. A good example was seen in a lesson using roamers⁸ to plan a route on a treasure map when the teacher set very clear expectations, and used the time at the end of the lesson to check with the pupils what they had learnt. In Years 3 to 6 the teachers are less clear about what the pupils are expected to learn and, as a result, pupils' achievement is satisfactory. In a lesson about designing a computer presentation, for example, the teacher made good assessments of the pupils' previous work but the tasks set for the lesson were too general, so that the pupils were not clear about how they could improve.
72. Teachers use the school resources well to engage the pupils in interesting work using word processing programs. The pupils are confident using the school network, so that they can save and retrieve their work from an early age. The teachers use computers well to help the pupils analyse data, draw graphs and design presentations. Good examples were seen where the pupils had designed the cover for a folder of their work and also where older pupils had designed the rules for a playground game. However, too little attention is paid to the use of computers to control models or monitor changes, with the result that the pupils are not confident in this area and the work seen was limited.
73. The leadership and management of the subject by the co-ordinator are satisfactory. He has good personal expertise and has good plans for developing the subject further; however, there are too few opportunities to monitor, evaluate and support the work of teachers across the school. This is an area where the school has not improved since the last inspection.

⁸ Programmable floor turtles

Information and communication technology across the curriculum

74. ICT resources in classrooms are limited, with the result that there are too few opportunities to use computers to support the pupils' work in other subjects. The use of ICT as a core tool for teaching and learning across the curriculum is not embedded in the work of the school. This element of information and communication technology is not sufficiently developed.

HUMANITIES

75. Geography and history were sampled, as only one lesson was observed in geography and no lessons were seen in history. No firm judgements are therefore given for standards, but evidence from scrutiny of displays, samples of pupils' work and discussions with co-ordinators and pupils indicates that attainment is broadly average in both subjects, with strengths in geographical enquiry. No overall judgements are given for teaching, but teachers use too many worksheets and this inhibits opportunities for pupils to improve their writing. In both subjects, the curriculum is enhanced well through visits and visitors. The co-ordinators in both subjects are enthusiastic, and external advice has been sought and used well. Clear priorities have been established to drive up standards and achievement.
76. In **geography**, pupils extend their knowledge of their immediate environment and increase their skills in interpreting maps and in understanding the wider world. In Years 1 and 2, pupils become more skilled in asking questions that help them to know more about the world and how people live. Pupils compare their own village with a village in Peru. They become more aware of differences in ways of life - for example, when they found out about what people in Peru eat and what their schools are like. Pupils acquire a greater range of research techniques as they study maps and photographs, read books and search on the Internet and use CD-Roms. They begin to express their views on people and environments. In Years 3 to 6, pupils become increasingly aware of human and physical features in the world around them. As they listened to both sides of the argument about whether more new houses should be built near the village, pupils in Year 3 asked mature questions and considered the advantages and disadvantages of such development. They study settlements and find features that are common to villages, to towns and to cities. Pupils look at features such as rocks and soil and explore how people have influenced the environment. In Year 5, pupils study a village in India and find that there are many similarities as well as differences when comparing it with their own locality. In Year 6, pupils have become more skilled in interpreting evidence gained from fieldwork. During their visit to a range of sites on the River Orwell, they learnt that the river became deeper, wider and faster flowing as it ran from the source to the mouth, and that settlements and industries have developed on the river. Their ability to explain how they could use skills acquired during such investigations into new circumstances is an area for development.
77. From the work seen in **history**, pupils have learnt about the past in active and interesting ways. Throughout the school, they select and link information from a range of sources, including historical sites, artefacts, the Internet, photographs and a fair range of books. In Years 1 and 2, pupils become more aware of the passage of time and show an increasing sense of chronology. They look at old and new toys and identify similarities and differences. They develop appropriate skills for historical enquiry as they explore holidays and compare the activities in Felixstowe a hundred years ago with the things they themselves do in a variety of places nowadays. They look at old photographs and postcards and begin to see how evidence of the past can be obtained. In Years 3 to 6, pupils become more aware of the characteristics of periods in the past and recognise changes within them. In Year 4, pupils study the Tudors, learning about Henry VIII and his wives and investigating the building of great warships. This extends their understanding of how particular periods of history have brought about big changes, both nationally and in the wider world. Pupils begin to look at the reasons for and the results of events such as World War II. The effect on everyday life, epitomised in food rationing, was brought home to pupils in Year 6 as they found and created recipes for meals. Their increased ability to organise and communicate historical information was demonstrated well in some good writing in Year 6, but it was hampered by the use of too many worksheets.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The two co-ordinators demonstrate a sense of purpose and educational direction.
- The school is aware that links with the different faiths need strengthening.
- Relationships are good in lessons and assist pupils' learning.

Commentary

78. Pupils achieve appropriately and attainment throughout the school is broadly in line with the expectations of the Suffolk Agreed Syllabus. This position has been maintained since the previous inspection. Progress is sound throughout the school and lower-attaining pupils, including those with special educational needs, are supported well by teaching assistants. They achieve as well as their peers.
79. The overall quality of teaching is satisfactory. Lessons are planned to help pupils learn about religion and draw parallels with their own experiences in life. Clear explanations and skilled questioning promotes empathy, as demonstrated during a lesson in a Year 2 class. As pupils share the story of Jonah and the Whale they relate to Jonah's guilt. Through discussion they begin to understand the meaning of prayer and write their own prayer for forgiveness. Pupils' attitudes and behaviour are good, contributing positively to their learning environment. Behaviour is managed well.
80. Belonging is a theme developed with older pupils. By the end of Year 6 they have considered and identified characteristics associated with different faiths, such as Christian, Jewish and Muslim groups. In Year 6, pupils extend their learning, linking experiences in their personal lives to the sort of feelings evoked by being excluded from a group. Resources are generally used effectively to extend pupils' knowledge. Artefacts from different religions, such as holy books including the Bible, Torah and Qur'an are used to help pupils understand their importance to believers.
81. The two subject co-ordinators analyse pupils' work and teachers' planning effectively. They use the information to identify what is needed to raise standards in the subject. This is an improvement since the time of the last inspection. Minor concerns still exist about developing links with schools that have a high percentage of pupils from other faiths. This still remains a school priority.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. Too few lessons were observed in art and design, design and technology and music to make a valid judgment on provision. These subjects were sampled as part of the normal inspection process.
83. In **art and design** one lesson was observed during the inspection and samples of the pupils' work analysed. From this evidence it is clear that the quality of the pupils' work is high because they take pride in their work and teachers provide good opportunities to develop their skills. There were many examples of teachers using art and design to enhance work in other subjects, for example by working on models of didgeridoos as part of a geography topic. The pupils study the work of important artists and use this information to develop interpretations of these styles in their own work. The pupils maintain sketchbooks that are of good quality and show how they develop the skills needed to make a range of marks with a wide variety of media. The subject co-ordinator is enthusiastic and maintains a portfolio of the pupils' work across the school that contains good quality examples.

84. One lesson was observed in **design and technology** during the inspection period. An analysis of the pupils' work was undertaken and a discussion held with the co-ordinator. Throughout the school there are good examples of the way that the pupils use a wide variety of resources to design and build working models. In the lesson observed, the pupils were using a good range of tools to construct musical instruments with the help of a team of volunteers. The outcomes of this lesson were good. The pupils talk freely about their work and how they often bring materials from home to help them with the construction of models. A key element of this subject is the way that the teachers encourage their pupils to evaluate their work so that designs are modified as the lesson progresses. The co-ordinator has a clear view of the strengths and weaknesses of the subject and makes good use of the time available to ensure that the teachers' planning is cohesive.
85. During the inspection period only two lessons were observed in **music**; this means that judgements cannot be made about overall standards, teaching and learning. From analysis of documents, discussions with teachers and pupils and lesson observations, it is clear that the school provides a satisfactory curriculum.
86. Music played as pupils enter assembly is carefully chosen to create an atmosphere. Singing in assemblies and in the choir is robust and enthusiastic. Those pupils who study an instrument with a specialist teacher often achieve standards above those expected for their age.
87. In Year 5, pupils explore sound sources and are beginning to compose a musical score for performing to different audiences. In a good lesson observed in Year 3, where pupils were learning about musical dynamics, they handled a range of percussion instruments well, successfully creating the sound of a train entering and leaving a station. Older pupils enjoy making music and gain in confidence as they perform in seasonal concerts to a variety of audiences, including each other, parents and senior citizens.
88. Since the previous inspection a new subject co-ordinator has been appointed. He is a competent and enthusiastic musician who has introduced positive strategies to support class teachers, raise expectations and improve provision.

PHYSICAL EDUCATION

Provision in physical education is **good** overall.

Main strengths and weaknesses

- Very good use is made of the links with local schools and sports clubs.
- The quality of teaching is good and develops pupils' skills well but some teaching in Years 3 to 6 lacks sufficient rigour.
- The school makes good use of local sporting organisations.

Commentary

89. During the inspection period, lessons were observed in gymnastics and dance. The evidence from these lessons and from discussions with pupils and teachers, alongside an analysis of teachers' planning, indicates that standards are in line with national expectations at the end of Year 6 in gymnastics and dance, while they are above expectations in swimming and sports activities, particularly invasion games. Pupils achieve well in these two elements of physical education. Pupils with special educational needs make similar progress to their classmates. The school has maintained the quality of work in gymnastics since the last inspection.
90. The quality of teaching is good overall. The younger pupils work hard in their lessons because they enjoy the activities that their teachers have planned. In a dance lesson, for

example, the pupils were developing and performing a dance based on a poem they had been reading in their English lesson. The teacher's demonstrations and use of vocabulary encouraged them to extend the range of movements they were making, so that they attempted more difficult balances. The older pupils also enjoy their lessons but the teachers sometimes miss opportunities to challenge the pupils to try more complicated movements and, as a result, their routines lack finesse.

91. The school makes very good use of the facilities and expertise available in the wider community. In swimming, for example, nearly all the pupils in Year 6 are able to swim further than the distance recommended in national guidelines, because good use is made of the local pool. Specialist teachers and coaches from a wide range of sports visit the school regularly, to provide coaching and skill development to pupils in Years 3 to 6. During the inspection a coach from a local soccer club was working with Year 6 pupils on developing ball control skills. This element of physical education is well managed by the school and provides many very good opportunities for the pupils to increase their abilities in a variety of settings. Many of these specialists also make a valuable contribution to extra-curricular activities for the pupils and their families. As a result of these opportunities, the pupils' achievement across the school is good. They are proud of their sporting prowess. Physical education makes a strong contribution to the spiritual, moral, social and cultural development of the pupils. Physical education is well resourced for both indoor and outdoor activities. Teachers are provided with good banks of ideas for lessons that build skills methodically. The apparatus, equipment and accommodation available support these plans well.
92. The subject co-ordinators lead their subject well and management is satisfactory. They have good expertise and work very hard to promote a wide range of activities for the pupils. They are particularly influential in the local group of schools where they lead other teachers in developing ways that the schools can work together to support the development of physical education. Staff training has been well developed through this system, particularly in the area of dance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. No overall judgement can be made on the provision for **personal, social and health education (PSHE)** because only one lesson was observed during the inspection. The subject is co-ordinated well and the school places a high priority on pupils' PSHE. Teachers' planning for this aspect is good. Teachers listen to pupils well and plan time for them to express their thoughts and air their ideas. Pupils' views are discussed and promoted effectively in the school council. Encouragement from staff helps to develop pupils' confidence, and awards are given in assemblies when pupils do well. Target setting is gradually helping pupils to understand how they can improve their academic work and achieve better. Pupils extend their interests and gain self-esteem in a good variety of clubs, team games and sports fixtures. Participation in musical and artistic activities extends pupils' cultural development well. Through good teaching and guidance, pupils gain a good understanding of right and wrong, consider how their actions affect other people and become increasingly responsible. In the 'nurture unit', teaching assistants work with pupils who have problems in making good relationships or who find it difficult in concentrating in lessons. This makes a valuable contribution to improving pupils' attitudes and behaviour.
94. Aspects of personal development are considered in subjects such as science and physical education, when growth, exercise and healthy eating are discussed. The school takes part in the 'Healthy Eating' project that links with such work. Education on sex and relationships education and awareness of drugs, tobacco and alcohol abuse are introduced sensitively. In religious education, pupils' understanding of living in a community is discussed, and pupils explore what it might feel like to be rejected. Awareness of a range of faiths and cultures widens their knowledge of different ways of life. Assemblies make a positive contribution to pupils' personal and social development; they promote the ethos of care and consideration. Care of the environment is fostered, and pupils show concern for people less fortunate than

themselves by raising money for a range of charities. Understanding how they can contribute to the life of their own village is fostered when pupils discuss how the village might develop in the future.

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	3
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 (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	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	3
The leadership of other key staff	4

The effectiveness of management

3

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