

# INSPECTION REPORT

**WITNESHAM PRIMARY SCHOOL**

Witnesham, Ipswich

LEA area: Suffolk

Unique reference number: 124618

Headteacher: Mrs J. C. Gough

Reporting inspector: Colin Henderson  
23742

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> September 2000

Inspection number: 225272

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: High Road  
Witnesham  
Near Ipswich  
Suffolk

Postcode: IP6 9EX

Telephone number: 01473 785252

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Appropriate authority: The governing body

Name of chair of governors: Mr H. Rowland (acting)

Date of previous inspection: September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Colin Henderson 23742	Registered inspector	Mathematics Science Information and communication technology (ICT) Geography History Physical education Equal opportunities	How high are standards? School's results and achievements. How well are pupils taught? How well is the school led and managed?
Len Shipman 14061	Lay inspector		How high are standards? Attitudes, values and personal development. How well does the school work in partnership with parents? How well does the school care for its pupils?
Jean Peek 25281	Team inspector	English Art Design and technology Music Religious education Special educational needs Foundation stage	How good are curricular and other opportunities?

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Witnesham Primary School serves the three rural villages of Witnesham, Swilland and Ashbocking. It is a smaller than average primary school with 94 pupils on roll (46 girls and 48 boys). The school is over-subscribed with 10 per cent of pupils coming from outside of the school's catchment area. The number of pupils has increased since the last inspection. Most pupils come from private housing and some come from local Housing Association homes. The school aims to work closely with parents and create a happy, stimulating school community in which good relationships and pupils' work and ideas are valued.

The pupils are of white, United Kingdom ethnic background. There are no pupils for whom English is an additional language. This is below the national average. There are 18 pupils (19 per cent) on the register of special educational needs, most of whom have moderate or specific learning difficulties. This is broadly in line with the national average. Two per cent of pupils have statements of need, which is above the national average. Eight per cent of pupils are entitled to free school meals which is below average. Assessment information shows that there is a wide range of attainment on entry with considerable variation from year to year. It is broadly average overall.

### **HOW GOOD THE SCHOOL IS**

Witnesham Primary School is a very good school. Pupils achieve high standards both in academic and personal development. It has established a very effective team approach and works closely with parents and the community. The school benefits from the positive leadership of the headteacher, supported well by a very effective governing body. It gives good value for money.

#### **What the school does well**

- Pupils achieve high standards, particularly in English, mathematics and science.
- The leadership and management of the school are very good.
- Pupils behave very well and maintain a positive and enthusiastic approach to school.
- Teaching is good and promotes high standards.
- Links with parents and the local community are very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.

#### **What could be improved**

- The school has no significant weaknesses. The provision for the creative development of children under five is not fully developed.

*In the context of the school's many strengths, the governing body should consider this minor point for improvement as the basis for an action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made very good progress since the last inspection in September 1996. Standards have improved, particularly in pupils' literacy and numeracy skills. Teachers' planning and assessment and recording procedures have been significantly improved. They are used very well to ensure that learning activities meet the needs of the wide range of abilities in the mixed age classes. Teaching has improved considerably and is now of a good standard. The school has improved its development planning and linked it closely to financial planning. Children in the Foundation Stage do not have sufficient opportunities for imaginative play.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A*	B	B
mathematics	A	A	D	D
science	A*	A*	C	D

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

(Similar schools are those which have a similar number of pupils entitled to free school meals). A\* indicates that the school's standards are in the highest five per cent nationally. Test results over the last four years show that the attainment has been well above the national average in all three core subjects. Assessment information shows that the 1999 group of Year 6 pupils contained a higher number of lower attaining pupils and pupils with special educational needs than in previous years. The results of the 2000 show an improvement on the 1999 results. The school set a very challenging target of 84 per cent of pupils to achieve Level 4 or above by the end of Key Stage 2 in English and in mathematics. It exceeded this target for English and almost met the target for mathematics. The number of pupils who achieved Level 5 in 2000 was well above the 1999 national average in all three subjects. Inspection evidence confirms that attainment is well above average at the end of Key Stage 2 and a significantly high number of pupils achieve above average standards.

Inspection evidence and test results show that standards at the end of Key Stage 1 are very high. Attainment on entry is very wide and varies significantly from year to year. It is broadly average overall. Children under five settle quickly and happily into school routines. They make good progress overall in the different areas of learning. They make very good progress in communication, language and literacy and in mathematical development and all achieve the early learning goals before the end of reception year. Standards in literacy and numeracy are high throughout the school. Pupils use their reading, writing and number skills very effectively to support good quality work in many subjects. Standards in science are very high, promoted by very good teaching. Attainment in religious education is above that expected in the Suffolk Agreed Syllabus. Attainment in information and communication technology is in line with expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive and enthusiastic attitudes. They clearly enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is consistently very good. Pupils work and play well together; they are friendly and courteous.
Personal development and relationships	Very good relationships promote very good personal development. Staff provide good role models and pupils show respect and a caring, responsible approach.
Attendance	Attendance is above average. There is a good prompt start to each school session.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
34 lessons seen overall	sound	good	good

*Inspectors make judgements about teaching in the range: excellent; very good; good; sound; unsatisfactory; poor; very poor. 'Sound' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is good overall. There are frequent examples of very good practice at both key stages. Teaching was good in 41 per cent of lessons observed and very good in a further 24 per cent. There was no unsatisfactory teaching. The school has focused strongly on the teaching of literacy and numeracy which is very effective. Pupils' reading, writing and number skills are taught very well. The good quality of teaching, particularly at the end of each key stage, is a significant factor in achieving high standards of attainment. Teachers have very good relationships with their classes and manage them well to ensure that pupils sustain interest and concentration. They have high expectations of both work and behaviour. Teaching and support staff work very well together to ensure that the needs of all pupils, including those with special educational needs, are met effectively.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although the school has focused strongly on literacy and numeracy skills, it has retained a broad and relevant programme which is enhanced well by extra-curricular activities and educational visits. The curriculum for children under five does not include sufficient opportunities for imaginative and creative development.
Provision for pupils with special educational needs	Very good provision. Pupils' needs are effectively identified. Teachers and support staff work closely together to ensure pupils make very good progress towards their individual learning targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision in all aspects which strongly promotes pupils' moral and social values. It fosters respect for others and extends pupils' awareness of their own and other cultures. It makes a very positive contribution to creating a happy school community.
How well the school cares for its pupils?	Staff know their pupils well and provide good care, guidance and support. There are good procedures for monitoring academic progress and personal development.
How well does the school work in partnership with parents?	The school has established very good links with parents and effectively involves them in promoting their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well managed. The positive, effective leadership of the headteacher gives a clear direction to the work of the school. A strong team approach encourages all staff to contribute to raising standards.
How well the governors fulfil their responsibilities	A very supportive governing body is actively involved in working closely with the headteacher and staff on school improvement. Governors have an excellent understanding of the strengths of the school and are kept well informed through regular meetings and visits. They fulfil their responsibilities very well.
The school's evaluation of its performance	The headteacher uses a good range of attainment data to monitor pupils' progress and to set school targets for improvement. She works closely with subject co-ordinators and the school's link adviser to evaluate effective teaching, particularly literacy and numeracy.
The strategic use of resources	Improvements in development and financial planning ensure that resources are focused well on priorities for improvement. Good use of part-time staffing enables smaller teaching groups and effective specialist teaching. Pupils benefit from extensive grounds, although limited space in classrooms and the hall restricts the range of some activities. Learning resources are good and are used well to promote high standards. The school applies the principles of best value well and gives good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parental responses from 56 questionnaires returned (86 per cent) and from the 19 parents who attended the meeting were very supportive. There were few concerns.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school has high expectations of work and behaviour.</li> <li>• The school is very well led and managed.</li> <li>• Teaching is good.</li> <li>• The school keeps them informed well and works closely with them.</li> </ul>	<ul style="list-style-type: none"> <li>• There are some inconsistencies in the use of homework.</li> <li>• A few wanted less pressure put on their children to achieve in the Key Stage 1 tests.</li> </ul>

Inspection evidence confirms parents' positive views of the school, particularly the high expectations, the very effective leadership and management and good teaching. Homework is used well in line with the school policy to reinforce and extend school work, particularly in literacy and numeracy. The school tries to encourage pupils to achieve their highest standard in all tests and assessments.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. At the end of Key Stage 1 standards in English are very high. The results of the 1999 national tests for seven year olds showed that standards in writing were very high compared with the national average and with the average of similar schools. Reading standards were well above the national average and very high compared with similar schools. The results of the 2000 Key Stage 1 tests maintained these high standards with all pupils achieving Level 2 or above. The number of pupils achieving above average standards in writing increased from 21 per cent to 24 per cent. This is well above the 1999 national average (the 2000 national comparisons have not yet been published). The number achieving the higher level in reading was maintained at an above average level – it was 36 per cent in 1999 and 35 per cent in 2000. Although there is some year on year on variation, due mainly to the number of pupils with special educational needs in the small year groups, standards overall have been maintained at well above the national average. Both boys and girls achieve very well.
2. At the end of Key Stage 2 standards in English are well above the national average. Although the results of the 1999 national tests for 11 year olds showed that attainment was above average nationally and above the average for similar schools, that particular year group contained a higher than usual number of lower attaining pupils and pupils with special educational needs. The 2000 test results show an improvement on the previous year. Ninety four per cent of pupils achieved Level 4 or above compared to 85 per cent, which is well above the 1999 national average. The number achieving Level 5 rose from 31 per cent to 44 per cent, which is very high compared to the 1999 national average. Test results over the last four years show that standards have been maintained at well above average levels. The school set a challenging target of 84 per cent of pupils to achieve Level 4 or above and exceeded it by 10 per cent. Although test results show that boys attain standards which are generally higher than those achieved by girls, there is considerable variation from year to year due to the uneven gender balance in each of the small number of pupils taking the test. Both achieve well above average standards which reflects the positive attitude and encouragement given to pupils.
3. Inspection evidence confirms that standards are very high at the end of Key Stage 1 and well above average at the end of Key Stage 2 in all aspects of English. They have improved since the last inspection. Consistently good quality teaching, particularly at the end of each key stage; the high expectations of pupils, of both attitudes and work; the effective use of extra staffing at Key Stage 2 to create smaller teaching groups and a clear emphasis on developing early reading and writing skills have all contributed to promoting high standards. Speaking and listening skills are developed very well. Pupils are articulate, confident and use an increasingly complex range of vocabulary. Pupils make very good progress in their reading and writing and their high level literacy skills are used very well to promote good standards in a broad range of other subjects. Pupils present their work neatly and respond very well to a good range of challenging activities. A good match of learning tasks to pupils' different needs, very effective support to individual pupils and good quality constructive marking encourage pupils to achieve high standards.
4. The results of the 1999 and 2000 Key Stage 1 test results in mathematics show that all pupils achieved the expected Level 2 or above which is very high compared to the

1999 national average. The number of pupils achieving Level 3 in 1999, 21 per cent, was close to the national average and to the average of similar schools. This improved considerably in 2000 with 35 per cent achieving Level 3 which is well above the 1999 national average. The 1999 test results at the end of Key Stage 2 showed that standards were below average nationally and when compared with similar schools. However, these results did not reflect the pattern from previous years when standards had been consistently well above average. The particular group of Year 6 pupils contained a higher proportion of pupils with special educational needs. The results of the 2000 tests show that 78 per cent of pupils achieved Level 4 or above which is above the 1999 national average. The number achieving Level 5, 39 per cent, was a considerable improvement on 1999 and was well above the national average for that year. The school almost achieved its challenging target of 84 per cent of pupils to achieve Level 4 or above. Boys generally achieve slightly higher than girls, although there is yearly variation due to the changing numbers in the small year groups. Inspection evidence confirms that standards are very high at the end of Key Stage 1 and well above average at the end of Key Stage 2. They have improved significantly since the last inspection. Good quality teaching, an effective numeracy strategy and pupils' positive attitudes to learning all contribute to high standards of achievement. Pupils make good progress in developing their numeracy skills and these are then applied well in different subjects, for example science.

5. The 1999 and 2000 Key Stage 1 teacher assessments in science show that all pupils achieved Level 2 or above which is very high compared with the 1999 national average. The number of pupils who achieved Level 3 was above the 1999 national average in both years. The Key Stage 2 test results in 1999 show that standards were close to the national average and below the average of similar schools. Test results over the last four years show that attainment in science was well above the national average. The results of the 2000 tests for 11 year olds show that standards remain very high. All pupils achieved Level 4 or above which is very high compared with the 1999 national average of 78 per cent. The number of pupils who achieved Level 5 was also very high. Inspection evidence confirms that standards are very high at the end of Key Stage 1 and well above average at the of Key Stage 2. Good, enthusiastic teaching, particularly at the end of each key stage, significantly promotes high standards. Teachers use their specialist subject knowledge very effectively to gain pupils' interest and extend their knowledge and understanding.
6. Standards in information and communication technology (ICT) are in line with national expectations at the end of Key Stage 1. They are above expectations at the end of Key Stage 2, which is an improvement since the last inspection. Pupils generally have a satisfactory range of opportunities to develop their skills at Key Stage 1. These are built on very well at Key Stage 2, particularly in word processing, information retrieval skills and aspects of control technology. These are used well to support work in other subjects such as literacy, history and science. Teachers make very effective use, particularly in Key Stage 2, of a limited range of resources and good subject knowledge to extend pupils' skills, knowledge and understanding.
7. Attainment in religious education is above the standards expected in the locally agreed syllabus at the end of each key stage. Standards have improved since the last inspection, especially at Key Stage 1, mainly through improvements in the quality of teaching and planning. Pupils show an increasing understanding of religious beliefs and practices, for example Christianity, Judaism and Islam. Key Stage 1 pupils show a good understanding of different moral issues, for example concerning right and wrong, and these are developed well at Key Stage 2 through research and discussion. Teachers make good use of visits, for example, to Norwich Cathedral to extend pupils' knowledge and understanding.

8. Attainment in the non-core subjects is above expectations in history and geography at both key stages and in music at Key Stage 2. It is broadly in line with national expectations in art, design and technology and physical education at both key stages and in music at Key Stage 1. The increased focus on promoting pupils' skills in literacy and numeracy has reduced teaching time in some of the non-core subjects and this is impacting on attainment and the progression of pupils' skills in art and physical education.
9. Children under five make good progress overall in their learning. Their attainment on entry is very wide and assessment information shows that it varies considerably from year to year. It is broadly average overall, although a significant number of children have above expected attainment, particularly in literacy and numeracy. They make very good progress in the areas of learning of communication, language and literacy and mathematical development. They achieve the early learning goals and are confidently working on the National Curriculum by the end of reception year. Sound teaching and a strong focus on early reading and number skills promote children's early development of these key skills. Children settle happily and quickly into the mixed-age class. They enjoy their learning and make good progress in their personal, social and emotional development. They make good progress in their knowledge and understanding of the world and achieve the early learning goals by the end of their reception year. Good use is made of the local environment, including extensive school grounds and an adventure playground, to promote children's learning. All children under five also achieve the early learning goals in creative development and in their physical development by the end of reception, although activities to promote their imagination and independence are limited by a lack of space in the classroom.
10. Pupils' learning is developed very well in both key stages, particularly in the core subjects of English, mathematics and science. They achieve high standards and their very good quality literacy and numeracy skills are used effectively to support good work in a range of other subjects, for example history and religious education. Progress in some non-core subjects, for example art and physical education, is sound overall, although it is restricted by a reduction in teaching time. The school provides very well for pupils of different ability. Those with special educational needs are given clear learning targets and receive very good individual support from good quality teaching and support staff to enable them to make very good progress. Teachers plan work very well to meet the needs of all pupils, including those of higher attainment. Gifted pupils are given the opportunities to work at higher levels and make very good progress through the school. For example, they are accelerated ahead of their year group and one has entered secondary school ahead of the year group.

### **Pupils' attitudes, values and personal development**

11. The attitudes, values and personal development of pupils have improved since the last inspection and are very much appreciated by parents. Almost all the pupils come to school with their parents. Many were seen to run into the playground enthusiastically when meeting their friends. Once the school bell is sounded they all line up promptly and enter the building in an orderly fashion. Pupils quickly settle down in their classrooms either with quiet reading or are otherwise usefully engaged. Monitors distribute resources or text books to each table.
12. During lessons pupils maintain their attention and eagerly participate in question and answer sessions by putting their hands up. They are keen to explain their work or

show their written work. In one group, during a science lesson, there were expressions of delight when an assignment had been successfully completed. Good classroom management techniques ensured that pupils' attention and enthusiasm were stimulated. This had a positive impact on learning.

13. Behaviour both in school and in the playground is of a consistently very high standard. Pupils' behaviour and social skills were equally good throughout lunchtime. Using the spacious grounds their natural exuberance did not deteriorate into aggressive conduct. Girls and boys played together well and the younger with the older quite happily. Each year group takes turns to play in the new 'adventure playground'. No anti-social behaviour was observed during the inspection. There have been no exclusions.
14. Relationships and the personal development of the pupils are very good. The staff have high expectations of the standards pupils should follow. The staff provide good role models yet exert sympathy and understanding when required. There is mutual respect. Pupils respect their school and each other's property. Little courtesies are extended both to themselves and adults alike. Pupils showed natural inquisitiveness towards the inspection but were never rude or impolite. In shared activities pupils collaborate well, exploring ideas or sharing resources. In a science lesson a sense of wonder and excitement was expressed as the pupils explored the properties of seeds and fruit. In individual work pupils did not disturb one another whilst trying to complete an assignment on time.
15. Pupils are smartly dressed and take pride in the presentation of their work. Many perform the role of monitors without quibble, happily distributing books, tidying plates after lunch or collecting the registers. Taking responsibility was clearly illustrated when one pupil who, at the end of the day when the class became restless, politely reminded another to obey the teacher's request.
16. Levels of attendance are good and have remained so for some years. There was no lateness observed during the inspection. Registration is taken punctually and quickly with a minimum of delay. This has a positive influence on pupils' general attitudes to learning.

## **HOW WELL ARE PUPILS TAUGHT?**

17. The quality of teaching is good overall and has improved significantly since the last inspection. It is sound at the Foundation Stage and good at both key stages. There is good teaching in all year groups with frequent examples of very good practice, particularly at the end of each key stage. Teaching was good in 41 per cent of lessons. It was very good in a further 24 per cent. There was no unsatisfactory teaching. The teaching of English and mathematics is good and promotes high standards in both literacy and numeracy. Teachers use their specialist subject knowledge very effectively, for example, in science, history, geography and literacy and this promotes high levels of attainment. Teaching is very good in science and enables pupils to achieve very high standards. Teaching is good in geography, history and religious education and in information and communication technology, music and design and technology at Key Stage 2. It is sound in physical education, and in information and communication technology at Key Stage 1. The good quality is a significant factor in enabling pupils to achieve standards which are well above the national average.
18. Teachers plan very well in both key stages. They make good use of the Literacy and Numeracy Frameworks to identify the key skills to be developed as pupils move from

year to year. Teachers clearly identify lesson objectives to meet the different learning needs within the group, which most share with their pupils so that they know what they are trying to achieve. This gives a good focus to each lesson and enables teachers to assess and monitor pupils' progress towards these objectives. This assessment information, together with good quality, constructive marking, is used well to inform teaching plans and indicate areas for improvement.

19. Teachers know their pupils well and manage their classes effectively to ensure that they sustain concentration and try to achieve the lesson objective. They have good subject knowledge and use it very well to extend pupils' skills, knowledge and understanding. For example, in a Year 1 and 2 science lesson the teacher used her very good knowledge of plants and seeds to enable pupils to observe carefully and record the differences between different types. She used questions very effectively to extend their understanding, for example, "How do seeds scatter?" and "Why do seeds 'fly' away?" The teacher maintained a brisk pace by setting a new challenge to pupils by requiring them to use their knowledge to sort the seeds into groups depending upon how they were scattered. The teacher completed the lesson with a very effective plenary in which pupils were encouraged to share and discuss their ideas. This extended pupils' knowledge and understanding of different types of seeds and how the wind, animals and other agents scatter them about the area.
20. Teachers have consistently high expectations of pupils' work and behaviour to which they readily respond. Where very good, enthusiastic teaching captures pupils' interest it motivates them to try to involve themselves fully in the activity and achieve high standards. For example, in a Years 5 and 6 science lesson the teacher used role-play very effectively to gain pupils' immediate attention. She 'became' a space traveller investigating how materials on Earth were different from those on her own planet. The teacher invited pupils to see if they could 'squash' a brick and then challenged them to investigate other solids, liquids and gases. Pupils enthusiastically carried out their scientific enquiry. The teacher very effectively channelled their interest and enthusiasm into ensuring that they had tested their materials fairly. The teacher then extended the pupils' understanding of how to use information and communication technology skills by requiring them to record their results on a spreadsheet. Pupils sustained a positive approach throughout the lesson and were keen to record their results and discuss them with others. A high quality lesson produced high standards of attainment.
21. Teachers generally use time and resources well to maintain a good pace to lessons and to focus pupils' concentration. For example, in Years 3 and 4 history lesson the teacher used a video resource on "The Romans" very well to enable pupils to sustain their interest and concentration. She maintained a good pace by stopping the video at appropriate times to use questions to check on pupils' understanding. The effective use of a quick, rapid-fire questioning technique sustained pupils' interest and challenged them to listen carefully and try to recall the most important information.
22. In the 35 per cent of lessons where teaching is not of good or very good quality, but still sound overall, teachers do not consistently take opportunities to extend pupils' skills and knowledge. For example, in a numeracy session the teacher used a good range of mental number problems to develop pupils' knowledge but did not challenge pupils to explain the strategy they had used to get their answer. Where pupils had given an incorrect reply the teacher indicated the correct answer and explained how to work it out. She did not take the opportunity to challenge the pupils to explain how they had calculated their answer in order to find out why their strategy had been incorrect. In a gymnastics lesson the teacher did not consistently evaluate the quality

of pupils' movements nor challenge them to extend the range and quality of their work. This resulted in a limited range of balances being developed and pupils not trying to extend the range by using different body parts. This did not encourage pupils to try to achieve higher standards.

23. Teachers use homework well to consolidate and extend the work covered in class, particularly in reading, spelling, mathematics and in aspects of history and geography topic work. They closely follow the school policy, encourage parents to work in partnership and this contributes well to pupils' attainment. This supports the use of pupils' literacy and numeracy skills. Teachers also reinforce these skills very effectively in a broad range of other subjects. A very good focus is made on specific vocabulary, for example, in science, geography and technology. Teachers make good use of mathematical and numeracy skills in subjects such as science and geography. They use skills in information and communication technology well in Key Stage 2 to support learning, for example, by researching information from CD Roms or the Internet in history, geography and science and by using word processing and data handling skills in English, mathematics and science.
24. The teaching for children under five is sound overall, with many good aspects. Teachers and support staff work very well together. They plan carefully and give good individual support to pupils in their small groups. This contributes to children making good progress, particularly in the areas of learning of communication, language and learning and mathematical development. Teachers use good subject knowledge to extend children's knowledge and understanding of the world, for example, when they closely study a broad range of different plants and seeds. Teachers do not use a broad range of teaching methods to extend children's creative development, for example, by including more opportunities to make a choice and encourage a more independent approach in their learning.
25. Pupils of different abilities are taught well. Teachers use a good range of activities and plan very carefully to ensure that these are matched well to pupils' needs. They make good use of extension activities to challenge pupils to apply their skills and knowledge to solve more difficult questions or problems. Pupils with special educational needs have clear learning targets in their education plans. Teachers use these well when planning the work. They work closely with good quality support staff to ensure that these pupils are given very good quality support and guidance. They make very good progress towards their learning targets and often achieve standards which are not significantly different from others in their year.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

26. The curriculum for the children in the Foundation Stage (those in the reception class) is satisfactory overall. Planning is carefully structured to cover the required areas of learning. It is based broadly on national guidance with a wide range of stimulating activities planned in and out of doors. Children's creative development is an area that needs further development as no part of the reception area was available for imaginative play on a daily basis. This was identified in the last report. The school is currently reviewing planning in order to implement the very recent changes in the early learning goals. Children smoothly progress on to the National Curriculum when they are ready.
27. The school provides a stimulating, broad range of good quality learning opportunities at Key Stages 1 and 2. Since the last inspection the quality of planning has improved. The approach to planning is consistent across the school and lessons

have clearly specified learning objectives that guide teaching effectively. Detailed planning ensures that work is set at appropriate levels within mixed age classes to meet the interests, ability range and particular needs of all pupils, including those having special educational needs. An appropriate statutory curriculum is in place for all National Curriculum subjects and religious education. Improvements have been made in subject coverage since the last inspection. The time allocated to curriculum areas is broadly satisfactory and offers mainly appropriate breadth and balance. The school is aware, however, that with extra time spent on literacy and numeracy the lack of time available for art and physical education, particularly at Key Stage 2, affects the promotion of the highest standards. The increased focus and extra time, combined with very effective strategies for teaching literacy and good strategies for numeracy, successfully promote high standards in these subjects. These skills are developed very well across a wide range of other subjects. For example, pupils accurately write up their science investigations. Pupils in Years 5 and 6 record the results of a food survey in design and technology using their knowledge of drawing different graphs.

28. Provision for pupils with special educational needs is very good. Class teachers and support staff know their pupils very well and ensure their needs are fully met by providing good quality extra support for learning and behaviour. Good communication between staff, parents and, where necessary, outside agencies, such as a speech therapist, also ensures that pupils' needs are fully met. All pupils have very good equality of access and opportunity to the full curriculum enabling them to learn and make progress. The needs of exceptional pupils are met well. They receive challenging activities and if necessary advance at an accelerated rate. For example, a gifted pupil who achieved Level 6 for mathematics and science and Level 5 for English entered secondary school a year early.
29. The school enriches pupils' learning well by providing a very good range of extra-curricular activities at different times outside the school day, for example, a range of sports, music, chess, nature, computer and drama clubs. Parents are very appreciative of these opportunities and say they are a fundamental part of school life. All teachers, some parents and a large percentage of pupils are involved. Pupils learn to play recorders, percussion instruments and the violin. They sing in the school choir to a good standard, including at public concerts. Years 5 and 6 pupils usually have opportunities to go on a residential visit. Very good use is made of planned educational visits and visitors to enhance learning opportunities, for example, older pupils visit Ipswich Town Football Club and take part in a project called 'More than just a Game'.
30. The provision for personal and social education, including health, drug and sex education is very good. It is carefully planned as part of the curriculum and clearly has a positive influence on pupils' attitudes and behaviour. For example, following a discussion with Years 5 and 6 pupils about how they would feel if they were the subject of name calling a problem situation was solved. The dentist and nurse visit and older pupils take part in a 'Junior Paramedics' scheme to promote health education.
31. Links with the community are very good and positively contribute to pupils' learning. The school is proud of its status as a community school and parents feel that it is at the heart of the village and parish. The excellent community playground area is well used by pupils at playtimes and effectively promotes their physical and social development. Each month the school contributes a page to the community magazine. The school took part in a wide variety of Millennium projects, including contributing to a village diary and designing and making a panel for the Millennium

Tapestry. Good links with local businesses, such as British Telecom, have improved computer facilities and a programme of visits from employees who work with older pupils to improve their computer skills is very effective in raising standards. Pupils' understanding of citizenship is enhanced by activities such as singing carols to senior citizens and making a harvest festival collection for a good cause. There are close links with local churches. The school has good, constructive relationships with partner institutions, such as with other local schools for curriculum support and to arrange sports events. Its close links with the pre-school group ensure that pupils progress smoothly into school. They also have good relationships with the secondary school through close working links with teachers, arranging visits and transferring records appropriately.

32. The school has very good provision for pupils' personal, including spiritual, moral, social and cultural, development. This is an improvement since the last inspection.
33. Pupils' spiritual development is promoted very well by religious education and numerous opportunities across the curriculum for pupils to reflect and develop self-knowledge and confidence in sharing feelings. For example, pupils in Year 2 considered the outward and inward similarities and differences they each have. Daily acts of collective worship are good. They are well planned and contribute significantly to pupils' spiritual development. Well chosen themes and stories enable pupils to reflect on their own and other people's beliefs. For example, pupils develop their understanding of the wonder of the natural world created by God. In assembly pupils consider how God has given us fruits such as a banana with their own wrappings that more than equal the best packaging man can design. Teachers receive and highly value pupils' ideas across the whole curriculum such as in pupils' writing and discussions in English, history, religious education and music lessons. Corridor and classroom displays effectively develop pupils' appreciation and wonder. Key Stage 1 pupils were amazed when they looked inside a Chinese lantern fruit in science. Pupils are successfully encouraged to care about others and to show respect and tolerance to all.
34. Teachers and all adults in school reinforce moral development very well. They are supportive and encouraging, set good examples and have high expectations of manners and behaviour. They use praise well to reinforce the resulting good standards of behaviour and deal firmly, but with care, to solve any incidents of misbehaviour. Pupils are consulted when the school and class codes of behaviour are developed so they understand the rules well. Even the youngest children are effectively taught to know the difference between right and wrong and develop an understanding of honesty and truth. Values such as respect for others, property and equipment are part of the school's ethos. Fragile clay sculptures displayed in the corridor are safe. There is no vandalism around school. Pupils in Year 6 know that they are expected to set good examples to the rest of the school. There are plenty of opportunities during the day for pupils to discuss and express their views on moral issues.
35. The strong sense of community and the family ethos of a small school promotes pupils' social development very well. The relationships and respect shown between pupils and staff are very good. Pupils in Year 6, describing how work is marked, explained 'If something is wrong you are taken to one side so you can change it without being embarrassed'. Staff ensure that pupils with special needs are fully involved in all activities by sensitive grouping and very good individual support. Pupils are encouraged to support and help each other in lessons, for instance older children have reading 'buddies'. They appreciate each other's achievements and hold special family assemblies with parents invited. Fair play and team work are

taught effectively through sports, including competitive football and netball matches, drama productions and by singing in the school choir. Pupils willingly take on extra responsibilities in the organisation of their class with school responsibilities increasing appropriately in Year 6. For example, they help reception children in the adventure playground at playtime. Pupils successfully learn about life beyond school by raising money for charity and responding to national crises.

36. The school enriches pupils' appreciation of their own heritage and cultural traditions very well through a strong tradition of visits to museums, theatres and enabling pupils to experience the work of local craftsmen. The work of a local potter is highly admired in the school's art gallery. Pupils appreciate the work of famous composers in music and artists, such as Kandinsky, in art. Lessons in a range of subjects including history, geography, literacy and drama productions contribute effectively to their cultural development. For instance, as part of a history topic a 'Roman soldier' visited school. Close links with a Dutch school provide opportunities for exchange visits to widen pupils' experience of European life. The school provides good opportunities to appreciate the diversity and richness of other cultures. Pupils learn about other faiths in religious education, such as Jewish customs and traditions. Teachers take care to ensure that literacy texts include themes from other cultures and invite visitors into school to widen pupils' knowledge of other cultures such as Asia.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. The school continues to provide a caring and pleasant learning environment as highlighted in the previous inspection report. The minor concerns such as health and safety issues have all been fully addressed to a high standard.
38. The headteacher is the designated member of staff for all aspects of child protection, adopting locally agreed procedures. All aspects of health and safety are taken seriously and are reflected in the high quality of risk assessments and other forms of formal recording such as maintenance checks. First aid provision is very good and a named 'first aider' is known by all staff and pupils. Appropriate records of accidents and fire drills are kept. Health and safety are promoted well through the curriculum; for example, in a science lesson using fruits and seeds pupils were warned not to taste them and wash their hands afterwards in case of contamination by crop spraying. The building, although dated, is maintained in a clean and hygienic condition. There is no evidence of damage or graffiti.
39. Support and guidance for all the pupils are good. Staff provide very good role models and are willing to console or comfort when the occasion arises. Pupils feel safe and secure at school. Educational support is further enhanced by three classroom assistants who work closely with the class teachers. Their input helps raise standards of achievement, especially literacy and numeracy. All members of staff know the children and their families very well. This close contact allows the children to flourish.
40. Procedures to monitor and promote attendance are very good. Every class teacher is responsible for their own register. These registers are consistently well recorded and closely monitored by the headteacher for accuracy or concerns. Procedures are in place should punctuality become a problem. The importance of good attendance is further promoted through official school bulletins such as the prospectus and newsletters. Unauthorised absence is minimal. The education welfare officer visits frequently and complimented the school on the quality of their attendance procedures.

41. Procedures to monitor and promote good behaviour are very good. All pupils understand the rewards and sanctions of the behaviour policy. They feel it is fair. Parents have expressed their full support for the high standards of behaviour. Any occasional lapse is dealt with quickly and effectively. The procedures are consistently well implemented throughout the school. Any more serious incidents such as swearing or oppressive behaviour, which are rare, are dealt with immediately by the headteacher. Deviation from the expected good behaviour is carefully tracked by staff and if appropriate parents are involved at an early stage to resolve the concern.
42. Both the midday supervisors are confident that behaviour is improving after a slight decline over recent years. Inspection evidence during the play periods support those views that behaviour is of a consistently high standard throughout the school. However, whilst the school enjoys spacious grounds, supervision especially at lunchtime is necessarily restricted.
43. Through the curriculum, the code of conduct and the school blessing all forms of intolerance of others or oppressive conduct are strongly discouraged. Displays of work are frequently featured; for example 'I am a Jew', with artefacts, pictures and explanations of that religion and culture. Pupils raise money towards those less well off than themselves, for example, the NSPCC and a local hospice.
44. Procedures for assessing pupils' attainment and progress are good overall. They have improved and become more consistent across the school since the last inspection. In the Foundation Stage assessment is used well to analyse children's needs. Staff know pupils very well but due to small numbers have few formal systems to assess pupils in relation to the early learning goals, apart from tests of literacy and numeracy skills. Progress is monitored well informally, however, and teachers use the information to monitor progress and help in lesson planning.
45. Systems to assess attainment are effective at Key Stages 1 and 2 and teachers' assessments are detailed and accurate. The results are used well to identify pupils who need extra support, for making up literacy and numeracy sets and to monitor progress. They guide school planning for improvement and teachers' lesson plans. Requirements covering National Curriculum tests and pupil records are fully met. Pupils' academic progress is recorded in detail in annual reports with some targets for future improvement. The school provides very effective guidance in its marking systems so that pupils know how to improve their work.
46. Pupils with special educational needs have their needs assessed accurately and are provided with very good quality support to enable them to make very good progress and become more confident learners. They have appropriate individual education plans with clearly defined, achievable targets, to guide support staff and improve pupils' learning. The special educational needs' register is regularly reviewed and updated.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. Links between the parents and carers, as well as the wider community, are very good. The school has consolidated and improved upon many aspects featured in the previous report. From the various available sources of information, the school enjoys the full support of the overwhelming majority of parents. Many have noticed recent improvements, especially in literacy and numeracy. A few felt that the setting of

homework was inconsistently applied or that the 'home-school notebook' wasn't always monitored by the staff.

48. Most of the children entering the reception year have pre-school experience. The majority come from the adjoining pre-school group within the school grounds. Exchange visits and sharing of some resources ensure that the children feel confident and safe when they change schools. This has a positive impact on their initial education. A number of parents praised the induction process for enquiring parents seeking a primary school for their children. Many parents from out of the catchment area chose this school because of the supportive, caring atmosphere and high standards promoted. The 'open door' policy is fully appreciated by parents and provides ample opportunity to discuss concerns. Community projects, formal parent evenings or school activities ensure that the parents' confidence in the school is maintained.
49. Parents help in school in a number of practical ways to improve the overall quality of education. For example, one parent worked with the children in making a splendid school 'Banner' and a 'Millennium Tapestry', using design and technology skills and materials. Another brings valuable expertise to improve the overall standards in information and communication technology. In other ways parents help with reading or other tasks. This input does provide support for raising levels of attainment and skills.
50. The quality of information provided by the school is good. The annual school report is very detailed and hand written. Strengths and weaknesses in the pupils' individual progress are noted but there are no specific targets set. The children, however, are encouraged to set their own targets. Routine information is distributed through newsletters, the prospectus and governors' annual report to parents. All of these are informative and well presented. However, the governors' annual report to parents doesn't quite meet the 1999 requirements by omitting details of access for disabled people or precise attendance statistics. Parents whose children need special education support are kept fully informed and involved in reviews.
51. The contribution the parents' make to their children's progress is very good. The 'home-school notebook', especially for the older children, provides a good channel for parents to monitor their child's work. Parents make comments and support homework with reading, spelling or topic work. For the younger ones, homework is set less often in line with the school policy and most parents feel the balance is right. The school promotes a book culture and this is reflected by the interest in reading shown by the children. Parents assist in other ways such as providing resources.
52. A vibrant and popular School Association provides extra support for the school with fund raising and activities. Substantial sums of money are raised and provide the school with valuable resources to promote the quality of education, for example extending the range of books for library and supporting school visits. One feature of their support, together with the children raising their own with sponsorship, is the adventure playground. That is a splendid example of collaboration within a small rural community in providing a communal amenity.
53. Parents, the children and the school contribute greatly to the whole community. For example, a beautifully presented and well documented 'millennium' diary is displayed in the reception area for visitors to read. This includes data and photographs of the children, their parents and the school. A governor presents an annual report to the adjoining parishes.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management of the school are very good. The school has used a good action plan effectively to make very good improvements since the last inspection. Significant improvements in teachers' planning, in assessment procedures and in the quality of teachers' marking have been used very effectively to ensure that learning activities are matched well to the needs of pupils in mixed age and mixed ability classes. The headteacher has worked closely with staff and governors to improve development planning and to link it closely to financial planning. The quality of teaching has improved considerably and the school has further extended its very effective link with parents and the community. These are now significant factors in promoting even higher standards of attainment.
55. The headteacher provides a very clear and positive direction to the work of the school, supported very effectively by the senior teacher and a strong team of staff and governors. Despite a heavy teaching commitment and an increase in administrative tasks the headteacher maintains a good overview of the school and has a very good understanding of the school's strengths and areas for development. She has been especially successful in establishing a team approach and a sense of community in which staff, governors, pupils and parents are encouraged to contribute to a continuing commitment to improve standards. Parents are very supportive of the high quality of leadership and management and of the high expectations of work and behaviour. The school's aims and ethos, set out clearly in its prospectus, emphasise the importance of a happy, stimulating environment to create good relationships and offer equal opportunities for each pupil to foster an enthusiasm for learning. They also stress the value of a strong home-school partnership. These are clearly reflected in all aspects of school life and supported well by parents who value how much their children like school and the good progress they make.
56. The headteacher has established a strong sense of staff working together to plan and co-ordinate teaching and learning. Teaching and support staff are aware of what is being taught to each class and co-ordinators receive regular feedback to monitor the work achieved in classes other than their own. Staff provide good support to each other and despite limited opportunities to monitor classroom practice effectively share ideas and good practice. The headteacher, with valuable support given by the school's link adviser from the local education authority, has monitored teaching quality. The literacy and numeracy co-ordinators have monitored and evaluated the effectiveness of the school's strategies and have given constructive feedback to the staff. They recognised the strengths of the school's approach to reading and writing and adopted a more flexible approach to using the Literacy Hour which closely reflected the needs of the pupils. Appropriate training needs have been identified and effective use has been made of staff training days to meet these needs. Opportunities for other subject co-ordinators to monitor teaching quality are limited by budget constraints. Subject co-ordinators also contribute to establishing priorities in the school development plan, for example, in information and communication technology and action plans are then drawn up and costed.
57. The governing body continues to be very supportive as reported in the last inspection and makes a significant and valuable contribution to the effectiveness of the school. Governors are very effectively involved in working closely with the headteacher and staff to manage the school and to continue to raise standards. They have an excellent understanding of the school's strengths and weaknesses. They use their broad range of experience and expertise through an effective committee structure to give constructive support and advice to the headteacher. The governors are actively involved in the school. They keep informed well through regular visits, for example,

to look at literacy and numeracy and through meetings with the headteacher and staff. Some governors help in school, for example, in supporting the teaching of information and communication technology. They keep parents well informed about the school and what they are trying to achieve through their involvement in the annual prospectus and governors' report. The governing body fulfils its statutory requirements, including agreeing performance targets for the headteacher. The school had established an effective staff appraisal pattern which contributed well to staff professional development. Increases in the administrative burden for the headteacher has limited the continued use of this pattern, particularly the opportunities to formally observe each teacher and then find time for a detailed constructive feedback.

58. The headteacher makes good use of computer software to analyse an increasing range of attainment data, including national test results and standardised tests in reading and mathematics. This enables her to monitor closely the progress made by individual pupils and to set targets for groups of pupils. It also enables the school to identify individual pupils who would benefit from additional support, for example, in literacy. Very good use has been made of the 'booster class' funds to ensure that these pupils received extra support and improved their levels of attainment. The school also set challenging targets for pupils' attainment in literacy and numeracy at the end of Key Stage 2 and has been largely successful in achieving them. The school is currently considering introducing individual pupil targets to work with pupils and their parents to continue the focus on improvement.
59. The governing body, mainly through its finance committee working closely with the headteacher and the school's clerical assistant, has established very good procedures for financial planning and management. The budget process is efficiently managed and good progress has been made since the last inspection on ensuring that finances are closely linked to priorities in the school development plan. This now provides a clear focus both in the long and short term. It is annually reviewed and new targets set. These are linked closely to the specific source of funds to ensure that finances are used effectively. The expected outcomes from each priority are not always clearly identified against which the effectiveness of the action plan can be monitored and evaluated. Specific funds, for example those for special educational needs, literacy and numeracy, have been used very well to improve resources and to target support for pupils. These have contributed well to improving pupils' literacy and numeracy skills. The school makes good use of the principles of best value to ensure that it makes efficient use of its funds, for example, by making effective use of the local authority's support services, particularly in library and financial information. The school has improved its resources for information and communication technology and although they are still limited in number the school makes very efficient use of them. The good quality day-to-day financial administration, confirmed by the very recent auditor's report, contribute to the smooth running of the school, which gives good value for money.
60. There is an adequate number of staff. They have a good range of experience, qualifications and subject expertise to fully meet the demands of the curriculum and to ensure that all pupils, including those with special educational needs, are taught effectively. The school makes very good use of part-time teaching staff to enable pupils to receive some specialist subject teaching in Key Stage 2, for example, in science and technology. This promotes high standards. Teaching and support staff work closely together to work as an effective, dedicated team and are supported well by administrative, supervisory and caretaking staff. The very effective use of good quality support staff contributes very well to pupils' attainment, particularly those of lower attainment and those with special educational needs.

61. The school's accommodation is adequate overall. However, it does have significant variations which impact on pupils' attainment. As reported in the last inspection the hall is small for indoor physical education and restricts the range of pupils' movement. There are limitations in the size of classrooms for Key Stage 2 pupils which restrict the range of learning activities, for example, practical investigations in science and mathematics. Space is also limited in the reception classroom which restricts the use of some play activities for children under five. The school has recently redecorated and begun to use a small additional room separate from the main building. This has enabled the school to develop smaller teaching groups at Key Stage 2 for literacy and numeracy, allowing pupils to receive more individual support. The school's grounds, extensive playing fields and hardcourt areas continue to be used to enhance curriculum opportunities, for example, in science and physical education. Resources are good, especially in literacy, numeracy and science. They are generally sound in other subjects, although opportunities for extending pupils' skills in information and communication technology would benefit from an increased range of compatible resources. The range and quality of reading resources in classrooms and in the library are good and promote high standards. Resources for role-play and imaginative activities for children under five are not so well developed.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

62. The school has no significant weaknesses for the school to address but, in the context of its many strengths, the following minor points for improvement should be considered as the basis for an action plan. These are indicated in paragraphs 9, 24, 26 and 78.
- (1) improve the provision of opportunities for the creative development of children under five by:
- making the learning environment more stimulating with resources easily accessible for children;
  - planning more creative and imaginative activities, including role-play.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

34

Number of discussions with staff, governors, other adults and pupils

33

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	24	41	35	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	90
Number of full-time pupils eligible for free school meals	8
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	18
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	11	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	17	16	17
Percentage of pupils at NC level 2 or above	School	100 (100)	94 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (100)	100 (100)
	National	(82)	(86)	(87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	9	18

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 or above	Total	17	14	18
Percentage of pupils at NC level 4 or above	School	94 (85)	78 (77)	100 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 or above	Total	16	15	18
Percentage of pupils at NC level 4 or above	School	89 (85)	83 (85)	100 (85)
	National	(68)	(69)	(75)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.9
Number of pupils per qualified teacher	18
Average class size	22.5

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	55

### ***Financial information***

Financial year	1999/ 2000
	£
Total income	205,735
Total expenditure	212,072
Expenditure per pupil	2,187
Balance brought forward from previous year	11,437
Balance carried forward to next year	5,100

## Results of the survey of parents and carers

Questionnaire return rate 86%

Number of questionnaires sent out	65
Number of questionnaires returned	56

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	46	9	4	0
My child is making good progress in school.	39	52	9	0	0
Behaviour in the school is good.	23	57	16	0	4
My child gets the right amount of work to do at home.	13	61	20	4	2
The teaching is good.	55	39	6	0	0
I am kept well informed about how my child is getting on.	27	59	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	43	39	14	4	0
The school expects my child to work hard and achieve his or her best.	55	43	2	0	0
The school works closely with parents.	33	56	9	2	0
The school is well led and managed.	54	41	0	5	0
The school is helping my child become mature and responsible.	27	66	7	0	0
The school provides an interesting range of activities outside lessons.	36	48	11	4	1

### Other issues raised by parents

A small number of parents expressed concern over the pressure put on their children when they took the Key Stage 1 tests.

## PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

### Areas of learning for the Foundation Stage

63. The provision made for children in the Foundation Stage is satisfactory overall, with many good features. Children enter a mixed-age class for reception and the youngest Year 1 pupils. The admission policy has changed since the last inspection and all pupils are now admitted in the academic year of their fifth birthday. At the time of the inspection in September the oldest three of the 13 reception pupils attended full time, the rest attend mornings only until the term in which they become five.
64. The other significant change in the provision for the children in reception is the improvement in their learning environment. The classroom has been refurbished and there is now a very good adventure playground which has a very positive impact on children's physical development. The constraints of the limited space available in the classroom and for storage mean that it is not easy to provide a stimulating environment for children to explore for themselves. The room is well resourced and organised for teacher-led activities, but the organisation of resources makes it difficult for children to have easy access to them. This limits their use and affects children's progress as independent learners by not allowing them to choose some activities for themselves.
65. Nearly all children have some pre-school experience. The good programme of pre-school visits and the good relationships already established with staff ensure that children settle in happily and feel secure. The teacher and classroom assistant work well together, forming a strong team and enabling much work to be in small groups. Lesson planning is thorough. Children enjoy coming to school, a view strongly supported by parents, and show a positive approach to learning. The priority the school rightly gives to developing the basic skills of language and mathematics through a well structured approach, promotes their learning well. Children make good progress across all the areas of learning, particularly in literacy and numeracy. By the end of reception they achieve good standards.

### Personal, social and emotional development

66. Children quickly gain confidence and self-esteem in the friendly atmosphere of the mixed-age class where they benefit from the example set by older children and the good links established by staff with home. They are keen to learn and join in all activities. By the time they leave the reception class they exceed the expectations of the early learning goals set for them in this area of learning. This shows good achievement and reflects skilful teaching where children are constantly encouraged to feel confident and participate fully in all activities.
67. Children enjoy their learning. They respond and concentrate well in small and large groups such as whole school assemblies. They play and work well together and show consideration for each other. For example, when a child felt uncertain about joining in a singing game the friends on either side immediately held out their hands and gently pulled the child back into the game. Their behaviour is very good in and out of class and they are developing a good understanding of what is right and wrong. For example, they know you have to 'take turns' in a game. Children show independence in dressing and personal hygiene, encouraged well by staff. Most changed for a dance lesson without help and they automatically help each other with difficult things such as buttons.

### **Communication, language and literacy**

68. By the time all the children end reception year they have exceeded national expectations as they have already achieved the early learning goals and are working on the National Curriculum. They attain good standards in speaking and listening, reading and writing. Good levels of support with small groups enables all children to gain confidence and make good progress.
69. Children listen very well and carry out instructions accurately, for instance, in their movement lesson. They talk confidently in small and large groups, with each other and adults and are eager to share their news with the class. All the adults use talk to good effect and are good listeners, showing that they value children's answers. Good use is made of questions to involve children and maintain interest, for example when listening to tapes or watching a television programme on alphabet sounds. Children enjoy listening to stories and talking about the pictures. They handle books carefully and make good reading progress, quickly moving on to reading scheme books. They develop their knowledge of alphabet sounds and names well. Children recognise their own name and soon write it unaided. They enjoy 'writing' stories, mostly copying under the teacher's writing and make good progress in developing handwriting skills. Higher attaining pupils are starting to write independently, developing ideas in sentences with simple words spelled correctly and read fluently.
70. The quality of teaching in language and literacy is good. Opportunities are provided for children to practice structured and free reading and writing, although the lack of space in the classroom means the areas are not very attractive and inviting. Children take books home each day and their reading is well supported by parents, promoting good progress.

### **Mathematical development**

71. By the end of reception year children exceed standards in mathematics expected for their age. They count to 10 and recognise the number symbols, some go beyond this with increasing accuracy. They are familiar with a range of number rhymes, songs, stories and counting games such as 'Five Little Bears'. Pupils are developing correct mathematical language for two dimensional shapes, size and quantity such as big and small.
72. Good teaching and an emphasis on practical experience and using mathematics in a wide range of activities such as counting games enable children to make good progress. The organisation of mathematics is good. The teacher and classroom assistant effectively work together with a clear small group focus and high levels of support that promotes children's learning well. For example, careful checks are made to ensure children are forming their numbers correctly. Teachers plan their lessons thoroughly with challenge for all pupils.

### **Knowledge and understanding of the world**

73. All children have good knowledge and understanding of the world. They exceed the early learning goals by the end of reception as they are given a carefully planned range of experiences. They confidently use technology equipment such as listening centres and a computer to support their learning, although this is not used for the youngest children as a free choice activity.
74. Staff make good use of the spacious grounds surrounding school and the local environment, such as visiting a local farm to see lambs to stimulate pupils and enable them to make good progress. In a lesson on the changing seasons children went on a walk to collect leaves. They crayoned over them with squeals of delight as they made prints and explored leaf shapes and colours.

### **Physical development**

75. By the end of reception children's physical development is in line with expected standards and progress is sound overall. The imaginative development of the community adventure playground used by all Reception children during morning play has been a major factor in improving children's physical skills. They run, jump, balance, climb and slide confidently using a very good range of large equipment. They show awareness of the needs of others in the space around them, both outside and during lessons in the hall. They cut and stick reasonably carefully and accurately. The lack of wheeled toys affects their opportunity to practise pedalling and steering safely.
76. During a music and movement session in the hall sound teaching encouraged children to respond appropriately to a music on tape, guided well by the way staff acted as role models and encouraged them to move as a 'funkey monkey' or a 'slithery snake'. Children worked so hard during the session, for example developing their frog jumps, that they declared they felt very tired and their legs ached afterwards.

### **Creative development**

77. Children achieve the early learning goals at the end of Reception. This area of learning has some aspects for development. Opportunities are limited in the small classroom for children to develop their imagination without adult support. For example, the dressing-up clothes are not easily accessible. Children develop their imagination effectively through art, music and stories. They know several action songs and nursery rhymes from memory and sing reasonably tunefully. In their 'rhyme time' lesson in the gym the younger children very quickly joined in playing 'One Elephant...' led by the confident example of older children in the class. They draw and paint confidently.
78. Teachers make good use of singing rhymes in many areas of the curriculum to promote children's enjoyment and understanding and promote sound progress. There is insufficient balance in teaching methods to ensure that children have an effective mixture of direct teaching and free choice to develop their initiative and promote independent learning.

### **ENGLISH**

79. Results at the end of Key Stage 1 National Curriculum tests in 2000 show standards in reading and writing are very high. The very high standards of 1999 and over the past four years compared with similar schools have been broadly maintained apart from normal variation due to the effect of small numbers of pupils involved and the numbers of pupils with special educational needs. The number of pupils achieving the higher Level 3 for reading remains the same and is above the national average, for writing the number is well above.
80. Results at the end of Key Stage 2 National Curriculum tests in 2000 were well above the national average, with more pupils attaining a higher level than in 1999 at both reading and writing. Trends over time show that these standards in English have been maintained and remain well above average for similar schools. The variation from year to year is again due to the small numbers of pupils and the effect of differing proportions of pupils with special educational needs. There is no significant difference in the performance of boys and girls at both key stages. The school is in a good position to achieve its challenging targets for 2001 at the end of Key Stage 2.

81. Inspection findings reflect these results. By the end of Key Stage 1 standards in English are very high. All pupils make very good progress due to: the good teaching they receive, especially at the end of the key stage; the small group size of pupils; and high expectations set by teachers. By the end of Key Stage 2 standards are well above the national average. Pupils continue to make very good progress across the range of English skills and the slight difference in results at the end of the key stages is due to the variation expected with small groups of pupils.
82. Changes since the last inspection include the successful introduction of the National Literacy Strategy. The school has carefully analysed how it affects teaching and pupils' standards. The result was to change from teaching literacy in mixed ability classes to teaching mainly in year groups, with a few exceptions to meet the needs of individual pupils. This involved additional staffing. The school has also allocated additional curriculum time to writing, for example, to ensure pupils have an opportunity to write at length. These strategies have been effective in raising standards. Very good standards of literacy contribute significantly to pupils' learning across the curriculum at both key stages.
83. Standards in speaking and listening are very high by the end of Key Stage 1. All pupils talk and listen confidently in different contexts. In lessons they are encouraged to express their own opinions. They speak politely and know not to interrupt when someone else is speaking. Teachers throughout the school use their good knowledge of individual pupils and very good relationships to encourage those who are reluctant to speak and develop pupils' speech patterns. Pupils listen well during special events such as whole school assemblies and answer questions appropriately.
84. At the end of Key Stage 2 standards in speaking and listening are well above average. The vast majority of pupils are articulate and talk confidently, using an increasingly more complex vocabulary on a wide range of subjects. The way pupils of all ages express their views about their work and about school life in general shows the sophistication of their use of language. Teachers expect high standards from pupils and plan many opportunities for pupils to act out situations and for discussions on topics across the curriculum. For example, pupils in Year 4 considered the feelings of Bill wearing his new frock. They confidently pretended to be him whilst their teacher very effectively encouraged the rest of the class to ask questions such as 'How did you feel when....?' rather than ask a simple question with a 'yes' or 'no' answer. Teachers provide good role models in their use of technical language across the curriculum, such as in science, enabling pupils to master new vocabulary well.
85. Standards of reading at the end of Key Stage 1 are very high. Pupils start Year 1 with above average standards in reading and build on these standards well. Their progress is enhanced by good use of reading homework. Parents make a valuable contribution to children's learning by hearing them read regularly at home and also as volunteers who hear individual readers in the library. Reading is taught consistently well throughout the key stage with plentiful opportunities to practise in groups and individually. Pupils read confidently and mostly accurately using a range of skills to tackle unfamiliar words, such as their knowledge of phonics. They all enjoy reading from a range of texts, show good understanding of what they are reading and enthusiastically discuss the plot and different characters.
86. Standards of reading are well above the average at the end of Key Stage 2. Pupils read fluently, accurately and with expression, showing good understanding of a wide range of texts such as modern and classic fiction, poetry, and plays. They justify

their choice of authors and books clearly and have a good knowledge of library skills through receiving systematic teaching. They confidently use the contents, glossary and index in non-fiction books to locate information and understand how to find books using the Dewey classification system in the library. The system of reading 'buddies' in Years 5 and 6 where pupils read a quality fiction book together is effective in raising pupils' enjoyment and learning as they set each other a weekly reading target. Pupils have opportunities to research and find out information across the curriculum from books and the Internet, which their well developed reading skills enables them to do independently. For instance, pupils in Year 5 and 6 locate information about the commandments in the Bible in their religious education lesson. Their knowledge of a range of authors has improved since the last inspection.

87. Writing standards are developed well throughout the school. The school has successfully targeted writing as an area to improve and devoted extra time to developing pupils' skills. This has been very effective in raising standards and an improvement since the last inspection. From Year 1 pupils are taught a clear, joined, fluent and legible handwriting style. The result of encouragement by teachers to take care and pride in the presentation of their written work at all times is very neat written work across the curriculum. Pupils confidently use computers to present their work professionally.
88. Standards in writing at the end of Key Stage 1 are very high compared to the national average. The good teaching makes writing fun. At the end of a Year 2 literacy lesson on writing their own story, pupils wanted to stay on and read their stories to each other. One commented to a friend 'I'm getting really confident on finishing, and I finished it!'
89. High levels of good quality support ensures pupils receive individual help to improve their skills. For example, a pupils response to the question 'Can you make it even better?' by putting an exclamation mark accurately into their writing - 'Good idea, great!' Pupils respond very well to this approach and their writing is lively, interesting, mostly punctuated correctly in sentences with accurate spellings and of a good length. For example, pupils wrote their own stories about a vet after reading a book by James Herriot. "It was very cold indeed. The snow covered mountains looked like a crouched beast" (Year 1). They chose words for effect: "We watched the wobbly calf suckling on his mother" (Year 2).
90. In Key Stage 2 standards in writing are good, well above the national average and with one or two exceptional writers who have been challenged effectively. In the last report it was said that the stimulus and challenge set for story writing could impede the quality. This no longer happens. Teachers set clear, high expectations for writing and the tasks set are very challenging. They use a wide range of texts to extend and develop pupils' writing and develop discussion well to guide pupils' choice of words. For instance, pupils' writing is interesting and lively in a wide range of styles such as letters, poems, stories, newspaper accounts and plays for different purposes and readers. Year 6 pupils used very effective descriptive writing in their class book of spider poems.
91. "Morning comes, bringing dew like gleaming jewels....."
92. In history pupils in Years 3 and 4 wrote informative letters home describing what it was like to be a Roman soldier, whilst in Years 5 and 6 pupils had to write notes and organise their information under paragraph headings. Pupils use dictionaries and thesauruses well to 'find synonyms' and improve the quality of their writing. They develop a good understanding of the processes of planning, drafting, revising and editing. Good, systematic teaching of spelling, with words being set for homework

and the use of methods such as look, cover, say, write, check are effective in improving learning.

93. Pupils with special educational needs make good progress towards achieving their individual English targets. This is because they receive very good quality structured support either in small groups with experienced staff or in ability groups in English lessons. For example, to help with spelling a word a pupil was asked to watch the support assistant's mouth forming the sounds, resulting in the correct spelling. The targets are appropriate as teachers and support staff know their pupils' needs well and are shared with pupils and parents.
94. The quality of teaching is good overall, with a third of lessons observed being very good. Teachers place a high priority on and have very good knowledge of teaching the basic skills, for instance reading, spelling and handwriting. They plan a whole school structured approach to teaching these skills. Throughout the school teachers prepare their lessons thoroughly by choosing interesting texts and using effective methods such as a writing frame to guide story writing. Teachers have high expectations and make good use of a range of challenging and interesting activities to keep all pupils well motivated. For example, Year 4 pupils were asked to read a dialogue passage from their books as a play script with mimed actions, requiring pupils to quickly scan the text and find out who was speaking and what they were doing. Teachers use questioning well to improve pupils' knowledge and understanding and take care to involve all pupils. The quality of marking is very thorough throughout the school and guides pupils effectively in how to improve their work. Teachers keep accurate records, for example, of reading and phonic skills and use assessment well in planning. Drama and visiting theatre groups are well used to enhance pupils' enjoyment of literacy.
95. The subject is strongly led by an enthusiastic co-ordinator. The school accurately chooses areas to be developed in English, sets appropriate targets, effectively monitors progress and achieves its goals. For instance, test results show it has improved reading for meaning and imaginative writing. Current targets include improving reading and writing for information and target setting with individual pupils.

## **MATHEMATICS**

96. At the end of Key Stage 1 attainment is very high compared with the national average. This reflects the results of the national tests for seven year olds in 1999 and 2000 when all pupils achieved Level 2 or above. In 1999 21 per cent of pupils achieved Level 3 which was in line with the national average. The 1999 results were in line with those of similar schools. The number of pupils achieving Level 3 in 2000 improved significantly to 35 per cent which is well above the 1999 national average.
97. Attainment at the end of Key Stage 2 is well above the national average. Although the 1999 national test results for 11 year olds showed that standards were below the national average and the average for similar schools, it was a small group of Year 6 pupils with a higher than usual number of lower attaining pupils and pupils with special educational needs. The results of the 2000 tests improved considerably on the previous year and continued the trend of recent years in achieving standards which are well above the national average. Seventy eight per cent of pupils achieved Level 4 or above compared with the 1999 national average of 69 per cent. The school almost achieved its very challenging target of 84 per cent of the group of 18 pupils to achieve Level 4 or above. Thirty nine per cent achieved Level 5 compared with the 1999 national average of 24 per cent. Standards have improved significantly since the last inspection. Consistently good quality teaching, the effective

implementation of the school's numeracy strategy and pupils' positive and conscientious approach to their work all contribute to promoting high standards.

98. Pupils' learning is developed very well throughout the school, with particular strengths in their knowledge and understanding of shape, space and measures and data handling. Pupils make very good progress in number skills, including those with special educational needs who receive very good individual support and work which is matched well to the learning needs. Pupils use their knowledge and understanding of number with increasing effectiveness, for example in their speed of number recall during the mental activities in the numeracy sessions. They also use their mathematical skills well to support standards in other subjects, for example data handling and measurement in science.
99. Pupils are confident when working with numbers. Year 2 pupils accurately and quickly add numbers to 10 mentally. Some higher attaining pupils apply their knowledge well to add numbers beyond 10 and clearly explain how they worked out their answers. For example, when challenged to add 11 and four a pupil explained that "11 equals 10 and one; so add the one to the four to give five; then 10 add five is 15". These number skills are built on well in Key Stage 2. In a Year 3 and 4 class a large number of the pupils used their recall of addition and subtraction facts to a hundred to solve a range of mental number questions. They explained their mental strategies well, for example, when asked to subtract 65 from 80 a pupil quickly explained that "80 take 60 was 20 and five from 20 was 15". When given the opportunity pupils use their skills well to investigate number problems and patterns, for example, when Year 5 and 6 pupils investigate the Fibonacci sequence. The frequency and range of practical investigative activities and more independent learning opportunities, particularly in Key Stage 2, are restricted by the limited teaching space.
100. Pupils' knowledge and understanding of aspects of shape and space are well above average, for example, many Year 6 pupils know how to work out the perimeter, area and the size of different angles in both regular and irregular shapes. Teachers use frequent opportunities to apply mathematical skills in other subjects. For example, Year 5 and 6 pupils extend their data handling skills when recording their results of a 'materials' investigation. This reinforces and often extends pupils' understanding.
101. The quality of teaching was good overall and never less than sound in all the lessons observed. Teachers manage their classes very well to ensure that pupils retain a positive and conscientious approach to their work. They prepare in detail and work well together to ensure good, planned coverage of all the required aspects. Teachers use assessment information well, particularly at Key Stage 2, where broad ability groupings are used effectively to ensure that work is matched closely to pupils' needs. They use rapid-fire mental number questions well, particularly in the introductory activity, to set a challenging pace to the lesson and gain pupils' interest and attention. This was seen clearly in a Year 2 lesson when pupils were very keen to respond to questions adding numbers to 10 and enjoyed the challenge of being encouraged to respond quickly. This enthusiastic attitude was then continued into the main activity part of the lesson with pupils keen to complete as much work as they could in the time available. This positive approach, combined with teachers' high expectations, results in a considerable amount of work being covered and of a consistently good standard of presentation.
102. Where teachers ask pupils to carefully explain how they have worked out a particular answer and then challenge them to apply this to other problems this extends their knowledge and skills. For example, in a Year 5 and 6 class pupils explain how 10

multiplied by four equals 40, then four multiplied by 10 also equals 40. The teacher then challenges them well to use this 'law' to solve other more difficult multiplication problems. However, teachers do not always use opportunities to extend pupils' knowledge or require them to apply it in challenging ways. This does not consistently promote high standards. For example, teachers used the plenary effectively to check on pupils' understanding of increasing numbers through addition, although they did not consistently challenge them to explain how this could be used to solve more difficult problems. Teachers use homework well to consolidate and extend knowledge and understanding, particularly number work. They mark pupils' work constructively, recognising good achievement and clearly indicate ways in which the accuracy and quality can be improved. This encourages pupils to try to achieve higher standards.

## SCIENCE

103. Pupils achieve high standards throughout the school. At the end of Key Stage 1 teachers' assessments in both 1999 and 2000 were very high compared with the 1999 national average. All pupils achieved Level 2 and above and a significantly high number achieved Level 3 – 36 per cent in 1999 (compared with the national average of 20 per cent) and 29 per cent in 2000. The results of the 2000 national tests at the end of Key Stage 2 showed that 100 per cent of pupils achieved the nationally expected Level 4 and 44 per cent achieved Level 5. These are well above average compared with the 1999 national averages (the 2000 averages are not available at the time of this report being published). They were a considerable improvement on the 1999 test results, which were in line with the national average and below average compared with similar schools. 1999 was a small year group with a higher level of lower attaining pupils and those with special educational needs. The results of the previous two years had been very high compared to national results.
104. Inspection evidence confirms that standards are very high at the end of Key Stage 1 and well above average at the end of Key Stage 2. They have improved on the above average standards reported in the last inspection. All pupils are likely to achieve the nationally expected level at the end of each key stage. The number of pupils likely to achieve higher levels is well above average. These high standards are achieved by consistently very good quality of teaching, particularly at the end of each key stage. Teacher use their specialist subject knowledge and enthusiastic teaching styles very effectively to promote pupils' interest and encourage positive approaches to scientific enquiry. Pupils clearly enjoy their science work and this significantly influences the enthusiastic way in which they tackle their work and the high standards achieved. Teachers work very closely together to plan and co-ordinate the teaching of science. This results in detailed, well-structured curriculum planning, supported by a good range of practical resources, which ensures skills are consistently built on and pupils gain a very good knowledge and understanding of all required aspects.
105. Pupils at both key stages have well above average skills of scientific enquiry. They make very good progress in their learning, including those pupils with special educational needs who receive very good individual support. They achieve standards which are not significantly below those achieved by others in their class. A high number of pupils show a very detailed knowledge and understanding, particularly in such aspects as 'Life and Living Things' and 'Materials'. For example, Year 2 pupils used their observation skills very well to closely study different fruit and seeds. They enthusiastically found ways of accurately sorting the different types of seed, for example, by size or by 'being dry or squidgy!' Many explained confidently how different seeds were scattered, for example, by the wind or by animals. Some

higher attaining pupils explained how insects such as bees gathered pollen and used it to “get to other flowers which have seeds which are left when they die!” An analysis of pupils’ work shows that they use their literacy skills very well to describe different parts of plants and the life cycles of tadpoles and butterflies.

106. Pupils in Key Stage 2 develop their enquiry skills further and use an increasing range of different ways of presenting their investigative ideas and their results. They have a very good grasp of such key skills as drawing up a hypothesis from their observations, ensuring a fair test and looking for ways in which their test could be improved. Pupils extend their literacy, numeracy and information and communication technology skills well to present graphs and charts using a spreadsheet and to find information from CD Roms or the Internet. They respond very well when challenged to use their knowledge and skills to solve problems, for example, when Year 6 pupils draw and describe an imaginary plant which will survive on a hot, humid and windy planet. Their drawings and written explanations show a good understanding of the importance of such parts as roots and stem. Most Year 5 and 6 pupils show a very good understanding of how materials change in state and many describe well how a gas or a liquid responds differently to increasing pressure.
107. The quality of teaching is very good throughout the school. Teachers have very good subject knowledge, particularly those teaching at the end of each key stage. They use it very effectively to extend pupils’ knowledge and understanding, for example, in their knowledge and use of such scientific terms as ‘germination’ and ‘compression’. Teachers’ enthusiasm for the subjects conveys itself to their pupils and significantly promotes their interest and involvement. Teachers use interesting ways of involving pupils in the topic. For example, in a Years 5 and 6 lesson the teacher took on the role of a space traveller who was ‘fascinated’ by the different materials on this planet. This was very effective in gaining the pupils’ attention and led to them being very keen to carry out the interesting practical investigation into the different states of materials.
108. Teachers use questions well to extend pupils’ thinking, for example, when considering different factors such as the length of the tube being used to compress a gas. They plan and prepare lessons in great detail, for example, by drawing up separate plans and key learning objectives for Year 1 and Year 2 pupils in a mixed-age class. This provides a clear focus for each group, which is shared effectively with them so that they know what they are trying to achieve. Teachers have very good relationships and manage pupils well. This means that pupils remain focused on their activities. For example, when investigating materials the excitement of some Years 5 and 6 pupils increased as they found their plungers on the syringes difficult to move. This resulted in higher noise levels which quickly reduced when the teacher effectively reminded them about the need to observe and record their results. Teachers are good at challenging pupils to apply their knowledge, for example, when Year 2 pupils had to try to think of different ways in which the wind dispersed seeds.
109. Pupils respond very positively to an interesting, challenging programme and to the high expectations of teachers. They enjoy their work and use their skills well to produce consistently high standards.

## **ART AND DESIGN**

110. One art lesson was observed during the inspection due to timetable arrangements so judgements have been made by looking at pupils’ art work, displays and talking to pupils and staff. Standards at the end of both key stages are satisfactory overall for all pupils, including those with special educational needs, with some good individual

standards. At Key Stage 2 standards were good at the last inspection. The school is very aware that less time is spent on art now due to the additional demands of literacy and numeracy. This affects pupils' learning with less time for them to practise and improve their skills. Pupils enjoy art and would like to have the opportunity to do more.

111. Pupils in Key Stage 1 record their ideas confidently. They draw, paint and use colour well in a range of different techniques. For instance, they observe cave paintings then draw animals in charcoal and apply paint with a feather to make a class cave painting. They use collage to make 'magical' birds. Examples of good work are the beautiful flower paintings by pupils at the end of Year 2. They carefully observed, drew and painted wild flowers, mixing colours accurately to obtain the right shades.
112. At Key Stage 2 pupils use colour effectively in their paintings and experiment with different techniques such as drawing in the style of Kandinsky. A strength of art is the care taken by pupils over their work, such as the Arabic patterns made in Years 3 and 4. Pupils in Year 6 confidently compare and comment on ideas and methods used in their own and others' work.
113. There was insufficient evidence to judge the overall quality of teaching, although examples of good practice were seen. Teachers value pupils' art highly and display it effectively throughout the school, promoting their cultural development well and acting as an incentive for pupils to do their best work. They provide good opportunities for pupils to investigate art, craft and design in the locality and to use a range of materials, including drawing programs on a computer. For example, the work of a local potter was on display in the corridor 'art gallery' together with information about the artist that a pupil had downloaded from the Internet. The use of sketchbooks to develop ideas is currently under-developed.

## **DESIGN AND TECHNOLOGY**

114. As few lessons were observed during the inspection due to timetable arrangements, judgements have been based on looking at pupils' work, photos and displays and talking to pupils and staff. Standards at the end of both key stages are in line with national expectations. They have been maintained since the last inspection with some improved aspects. Changes include improved resources and improved links with a local businesses to allow pupils to practise designing and making, for example, a pizza as part of food technology. The planned progression of tasks has improved. The school scheme of work is appropriately based on county guidelines, providing a structured progression of skills and full range of techniques of increasing challenge. These have all had a positive impact on pupils' learning.
115. A strength of the subject is the way pupils successfully apply their skills in literacy and numeracy to their work, which improves standards. Pupils measure accurately. For example, in Years 1 and 2 pupils measured four lengths of card or wood the same as each other in order to cut and join together. This made a frame for their seed pictures. Pupils in Years 5 and 6 measured four exact points to attach the wheel axles for their cam toys. Written work includes neatly presented plans and diagrams, labelled carefully with accurate spellings. At Key Stage 2 pupils write good evaluations of their models, such as a tower made out of newspaper, identifying what worked well and what could be improved. Pupils are very enthusiastic and interested in their work and proud of their models. For example, pupils in Year 5 described how they had entered a competition to encourage energy conservation and won third place by making a greetings card with moving parts. Special needs pupils at Key

Stage 2 receive very good quality individual support during making activities to ensure that they achieve successful results. This effectively boosts their confidence.

116. No lessons were observed at Key Stage 1. Teaching at Key Stage 2 is good overall. Strengths of teaching include enjoyment and enthusiasm for the subject, which are reflected in pupils' attitudes. Lessons are very well planned and prepared with a strong emphasis on safety, for example, when sawing. Teachers ensure that pupils develop and use appropriate technical vocabulary such as 'cam shaft' throughout activities. Expectations are high, for instance, in measuring precisely, joining carefully and ensuring the finished product reflects the pupils' best work. Opportunities are slightly limited for pupils to develop creative ideas for making products using their own choice of materials rather than choosing from a range selected by the teacher.

## **GEOGRAPHY**

117. Standards are higher than those reported at the last inspection. They are above national expectations at the end of each key stage. Pupils, including those with special educational needs, make very good progress in developing their skills, knowledge and understanding. Geography topics in Key Stage 1 are taught half-termly in rotation with history and a two year programme of topics at Key Stage 2. The subject is planned and taught well. A good planning structure ensures that key skills and concepts are identified and covered in all the required aspects. Good use is made of visits to extend the use of practical fieldwork skills, for example a river study on the Orwell and a coastal study on parts of the Suffolk coastline. Teachers make very good use of pupils' high standards of literacy to promote attainment in geography, for example, good use is made of the library for note-taking and for reading for research to prepare some factual written work.
118. Key Stage 1 pupils make very good use of the local area to develop their early mapping skills. They use a simple street map to accurately locate where they live and draw their own map symbols to show where other buildings and facilities are situated in the village. Year 2 pupils carefully use a sketch-map to record their own journey to school and then extend their writing skills by describing their daily journey. They follow directions well on a plan of the school. They use a good range of vocabulary, for example, when changing directions and when describing different types of buildings and facilities near to the school such as bungalows and car-parks. Year 2 pupils have a good knowledge and understanding of what it must be like to live in the Arctic and in Antarctica. They describe how cold it is and how the weather affects animals such as the polar bear.
119. These skills are built on well at Key Stage 2. Teachers make good use of local maps and plans to extend pupils' mapping skills using a good range of different scales and sizes. These skills are extended further in fieldwork activities. Very effective links with other subjects, for example religious education, enable pupils to gain a greater understanding of people's lives in a contrasting country such as Pakistan. Most Years 5 and 6 pupils know how to use an atlas and a world map to accurately locate countries, for example, Egypt and India. They know that different parts of the world have different weather patterns. Some higher attaining pupils know that high and low pressure affect the weather we have and accurately describe how it changes in the summer months. Pupils are keen to learn about contrasting places and to find out more detail about how our environment is changing and the influence of such factors as climate and settlement on our lives. For example, Years 3 and 4 pupils are enthusiastic about building up a 'passport' of places they will 'visit' during the year. They talk about some of the places they have visited and look forward to finding out

more about other people's lives. This positive attitude contributes significantly to pupils seeking to achieve detailed and high quality work.

120. It was only possible to observe one lesson during the inspection. However, evidence gained from the lesson observation, a scrutiny of pupils' work, of curriculum and lesson plans and talking to staff and pupils indicates that the subject is taught well. Teachers know the subject well and use their knowledge to extend pupils' understanding. They use resources well to gain pupils' interest and attention. For example, in a Years 3 and 4 lesson on different types of climate the teacher uses a video effectively to focus on a particular type, for example, a desert climate. The teacher controls the pace of the lesson well by stopping the video at key points to use questions and her own subject knowledge to check on pupils' understanding. Teachers plan very well to ensure that pupils' skills build effectively on prior knowledge and that they provide good opportunities to apply these skills in practical activities.
121. The subject co-ordinators work closely together to ensure that topics are planned in detail, the range and quality of resources are good and that the key skills and concepts link well between the key stages. They make good use of library facilities and of loans from the Suffolk Library Service to ensure that a good range of books and other sources of information are available to pupils on all topics. This effective subject co-ordination together with the range of educational trips promotes pupils' interest and contributes to achieving high standards.

## HISTORY

122. Standards are above nationally expected levels at the end of both key stages and are higher than those reported in the last inspection. Good, enthusiastic teaching, well above average literacy skills and pupils' consistently positive and interested approach, all contribute to high standards. All pupils make very good progress in their knowledge and understanding of the past. They show an increasing sense of chronology and by the end of Key Stage 2 many pupils are describing some historical events such as the Roman invasion of Britain and explaining how they changed people's lives. Pupils with special educational needs are given very good support, particularly when using their literacy skills, and they make very good progress in their learning.
123. The school has developed an interesting and lively history curriculum which effectively uses a very good range of visits and visitors to promote pupils' enthusiasm for the subject. Pupils have been encouraged to use their good quality skills in reading and writing to research information and present it in detailed and attractive ways. Last school year, following the introduction of the Literacy and Numeracy Strategies, the school reduced the time allocated in history for one term. This led to some reduction in content and to the range of opportunities for pupils to develop their ideas, particularly in extended written work. Teachers increased the use of worksheets to ensure adequate coverage of content and skills. Following a timetable review history is now once again now taught as part of a well resourced series of topics. Pupils have increased opportunities to develop more detailed, extended work. The school makes very good use of 'topic days', for example Victorian day and a Tudor walk around Ipswich, and there is a termly visit linked to each topic.
124. At Key Stage 1 pupils show a good understanding of how the local village has changed. They know how the lives of people in their own families have changed. For example, many show their understanding through detailed descriptions of their sixth birthday compared with the same birthday celebration for one of their

grandparents, one of their parents and an older brother or sister. They use good descriptions of a Victorian school and a visitor's explanation of what school life was like in the 1930s to enhance their understanding of how things have changed. Their knowledge of the very distant past is promoted effectively through a study of 'Early Man'. Many Year 2 pupils have a good understanding of how cavemen tried to stay warm and dry. Higher attaining pupils also explain that fire provides light as well as warmth and was used for cooking. They use pictures very carefully to identify how things were different, for example cave paintings and animal furs.

125. Key Stage 2 pupils have a detailed knowledge of many of the world's ancient civilisations. Many Year 3 pupils show a good understanding of how the Pyramids were built. Year 5 pupils use their writing skills very well to produce a detailed and well-presented description of how the Pyramids were used for burials. Many Years 3 and 4 pupils have a good knowledge of how the Romans moved through Britain and, knowing the Roman word 'chester' indicates 'fortress', they accurately identify Chester, Colchester and Manchester as sites of Roman forts. Pupils in Years 5 and 6 use a good range of different sources, for example information texts, the Internet and CD Roms, to increase their knowledge and understanding. High attaining pupils explain primary and secondary sources of evidence and how some information is factual and some can be fictional stories and films.
126. Teaching is good and on occasions very good. Teachers' enthusiasm for their subjects encourages pupils to want to find out more about the topic. For example, Years 3 and 4 pupils are very interested in a good video resource on the Romans. They are eager to find out more about the Roman methods of building roads, their forts and how soldiers lived. They look forward to a visit to see evidence of Roman occupation in the Suffolk area. Teachers use their own subject knowledge very well to extend pupils' understanding of how they can use local evidence, for example, in place names to identify which parts of their area had been invaded. Teachers control their classes effectively to ensure that they stay focused on their work. They know their pupils well and organise the learning activities very effectively to ensure that they meet the different learning needs. For example, in a Year 2 lesson the teacher uses the support staff very well to ensure that each individual pupil is given a task which is appropriate to their writing level. Teachers use information and communication technology very well to support pupils' work, particularly at Key Stage 2. For example, with the help of some staff from the local branch of a large company pupils use a drawing program to develop a picture of a Roman soldier. They then combine it with some text describing the soldier's clothes and weapons.
127. The subject is co-ordinated very well. A very strong curriculum programme has been developed, linked strongly to a range of other subjects, for example geography and design and technology. There are very good opportunities for pupils to extend their literacy skills and topics are often linked effectively to school performances, for example a Roman Christmas, to provide good opportunities for pupils to extend their speaking and listening skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

128. Attainment is broadly in line with national expectations at the end of Key Stage 1. It is above expectations at the end of Key Stage 2, particularly in pupils' skills, knowledge and understanding of communicating and handling information and in aspects of control technology. Standards have improved since the last inspection.
129. Pupils' skills are developed soundly at Key Stage 1 with an effective introduction to word-processing and control technology. Teachers use a limited range of resources

effectively to promote opportunities for pupils to develop their skills, knowledge and understanding. Pupils show increasing confidence in controlling the mouse and in developing their keyboard skills. Year 2 pupils begin to use word-processing to support their writing skills, for example, by typing in some short descriptive sentences in their English work. Many know how to enter, save and amend the text. Teaching plans indicate that pupils are provided with regular opportunities to develop their skills. However, there was limited evidence during the inspection of teachers providing frequent and regular opportunities for pupils to use information and communication technology to improve the speed and ability to enter and save text and to extend literacy and numeracy skills. Key Stage 1 pupils with special educational needs are given good individual support to develop their skills soundly, although teachers and support staff do not regularly use programs which would support well how they enter instructions into a programmable robot to control its movements. Pupils progress well towards their learning targets, particularly in literacy and numeracy.

130. Pupils' learning at Key Stage 2 is developed well and pupils, including those with special educational needs, make good progress in their skills, knowledge and understanding. Teachers' good subject knowledge, the enthusiastic attitude of the pupils to their learning, an improving range of resources and more consistent and frequent opportunities to develop their skills promote higher standards. Years 5 and 6 pupils confidently build up their skills in word-processing and in other aspects of handling and communicating information. They access the Internet well to gain information for a range of topics, for example 'Judaism' in religious education and 'Ancient Egypt' in history. Further information is taken from a good range of CD Roms to support work in geography, history and science. Pupils' word processing skills are extended effectively through frequent opportunities to use them in a broad range of subjects. For example, they are used to produce detailed descriptions in poems on 'storms'. Pupils then use their knowledge of the program to present their work neatly using a good range of colour, borders and different font styles. Years 3 and 4 pupils consolidate their understanding of different editing skills, for example spell-checking, before applying them successfully to their literacy work. Pupils benefit from the support and expertise of a group of volunteer helpers from the staff of British Telecom who regularly work with the pupils. For example, they extend pupils' skills by enabling them to use an art program to create a drawing of a Roman soldier, then combine it with text, to support standards in history.
131. There was only a very small number of opportunities to directly observe the teaching of information and communication technology during the inspection. The quality was sound overall at Key Stage 1. It was good at Key Stage 2 where the teachers' good subject knowledge is used well to improve pupils' knowledge, understanding and skills. Teachers plan well, particularly at Key Stage 2, to indicate clearly how pupils' skills are to build upon prior knowledge and understanding, for example, when introducing key word processing skills such as spell-checker. Teachers use their good knowledge of programs to extend pupils' understanding by setting them challenging activities which require them to apply their skills. For example, in a Year 5 lesson on using a control program the teacher challenged the pupils to develop their own short program of repeat procedures to draw their own pattern of squares and hexagons on the screen. This resulted in an enthusiastic approach with pupils working together very well to discuss their ideas and plan how they could apply their existing skills to produce a particular series of controlled movements. Teachers use demonstrations well, both by themselves and by higher attaining pupils, to focus attention and apply knowledge. For example, two Year 5 pupils clearly explained how they had used a 'repeat' procedure to build up a short control program.

132. The subject is co-ordinated well and the co-ordinator has worked closely with staff to identify the need to improve confidence and subject knowledge, particularly at Key Stage 1. Further training has already been planned and information and communication technology has been identified as a development priority. Pupils' skills would be extended further by improving the quality and range of resources. Further opportunities for the co-ordinator to monitor and evaluate the impact of staff training and share good practice, together with the development of skills-based assessment procedures would promote attainment. Information and communication technology skills are being used with increasing effectiveness to support pupils' work in other subjects, for example science and design and technology. Further opportunities to use these skills frequently in a broad range of subjects, for example in art and in different aspects of literacy and numeracy, would enhance standards.

## **MUSIC**

133. Standards of music are in line with expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2. This is an improvement at Key Stage 2 since the last report. The additional teaching support of a classroom assistant has improved organisation and pupil management, leading to improved learning.
134. At Key Stage 1 pupils confidently sing a range of songs from memory with accurate rhythm and pitch, putting in dynamics such as loud and soft. They enjoy adding appropriate actions and percussion instruments and sing well. By the end of Key Stage 2 singing standards are good and a strength of the school. The school choir has a very positive impact on these standards as do the school's musical productions. Pupils audition for the choir and about two thirds of Key Stage 2 belong.
135. The school provides good opportunities for pupils to extend their musical skills. Music clubs are a strength. Pupils learn to play recorders and percussion instruments and play in the school orchestra. Recorder players play regularly in assembly at a good enough standard to accompany singing, supported well by a teacher on keyboard. The annual music concert includes violin groups and sometimes a jazz group. It effectively enhances pupils' skills of playing, listening and performing. All pupils perform very confidently in front of an audience, including singing solos, for instance in 'The Pied Piper' musical, raising their interest and enthusiasm. Pupils have violin lessons from a peripatetic teacher.
136. The quality of teaching is good at Key Stage 2, taught by a music specialist. There is insufficient inspection evidence to form a judgement at Key Stage 1. Strengths of teaching include having sufficiently good expertise to develop the skills of higher attaining pupils. For example, a good recorder player in Year 6 sight read and played a theme from 'The Thunder and Lightning Polka' by Strauss to help the rest of the class recognise the theme. Plentiful opportunities are planned for all pupils to be fully involved practically and play instruments in lessons, promoting learning well. In a Year 3 and 4 class pupils built up their own group compositions using a range of wood and metal instruments and their voices. High expectations and challenging tasks are set for achievement such as developing a complex accompaniment to a song including a drone base on keyboard instruments and maintaining independent rhythms on a wide range of instruments. Less effective is the use of time at Key Stage 2. Lessons are planned in hour sessions and sometimes too much is planned to achieve fully. Opportunities for all pupils to practise playing instruments are not as good at Key Stage 1. Music contributes strongly to pupils' social and cultural development.

## **PHYSICAL EDUCATION**

137. Standards are similar to those reported in the last inspection. They are broadly in line with those expected nationally in games and gymnastics at the end of each key stage and above expectations in swimming at the end of Key Stage 2. The school has allocated less curriculum time to physical education, with an increased focus being given to literacy and numeracy. This limited time allocation impacts on the development of pupils' skills, particularly for Key Stage 1, when the time needed for pupils to change for physical education further restricts the time for activities. The school has arranged additional extra-curricular activities through links with the local authority and the local community to enhance the range of activities, especially in developing games' skills. Swimming time has been retained and this has contributed to the resulting high standards of attainment.
138. Pupils clearly enjoy physical activities. They work enthusiastically and are keen to improve their skills. Pupils, including those with special educational needs, make sound progress overall in lessons. The development of new skills is on occasions limited by the time available after pupils have practised and consolidated previously learned skills. Year 2 pupils respond well to a tambourine beat to show a sound range of different movements with appropriate changes in pace and height. The range of travelling movements is significantly limited by the size of the hall. Space for movement is also reduced by the parts of the hall being used for storage. Pupils hold balances well with increasing control, although the range is limited and few pupils try to use body parts other than hands and feet.
139. Years 3 and 4 pupils pass a ball accurately to a partner, with many showing a good chest pass technique. They generally receive the ball well, although they have yet to establish an awareness of the need to use space, particularly in competitive activities. Swimming standards are high. Very few pupils fail to gain their 25 metre swimming certificate by the end of Key Stage 2. Most Year 6 pupils gain personal survival awards and ASA achievement medals.
140. Only two lessons were observed during the course of the inspection. Teaching was sound. Teachers plan and prepare well with a clear lesson structure to develop pupils' skills. They use a good range of resources effectively to gain pupils' interest and attention, particularly for developing games skills. They use demonstrations well to encourage ideas and to illustrate the correct technique. For example, the teacher clearly demonstrated a chest pass which resulted in Years 3 and 4 pupils trying hard to achieve that quality. Teachers manage their classes very well and ensure that pupils concentrate fully on trying to improve their skills. In both lessons opportunities for pupils to improve and extend their skills further were restricted by the limited lesson time. In a Year 2 lesson after pupils had changed to prepare themselves for the lesson and had been fully involved in an effective warm-up activity there were only 15 minutes to try to extend their gymnastic skills. The need to carefully place the gymnastic mats in order to fully use the small amount of space further restricted teaching and activity time. Although pupils worked hard to try to develop their balance skills, the teacher did not have time to challenge the higher attaining pupils in particular to extend the range and quality of their balances. This did not promote high standards of performance.
141. The school has tried to adapt its teaching approaches to meet the space restrictions which were also reported in the last inspection. Key Stage 2 pupils are taught in three activity groups to reduce group size. Teachers try to make maximum use of the school's very good outdoor facilities. Opportunities are enhanced by extra-curricular activities organised by some parental helpers, for example in netball and football, and by some competitive games against other small, local village schools.

The governing body, working closely with the headteacher and the county architect's department, has drawn up some ideas and plans to improve the indoor activity facilities. Finances are not currently available to implement these plans.

## RELIGIOUS EDUCATION

142. Pupils' standards are good overall at the end of both key stages and are above the expected levels required by the Suffolk Agreed Syllabus for religious education. Since the last inspection standards have improved at Key Stage 1 in pupils' knowledge and understanding through strong, enthusiastic leadership from the subject co-ordinator and support from the local adviser. This has improved planning and teaching.
143. At Key Stage 1 pupils study topics such as 'Where do I belong?' They are interested and respond enthusiastically in the light of their own experiences during discussion and listen to others' views. For example, pupils in Year 2 discussed similarities and differences between a girl and a boy, such as their clothing, and when guided by the teacher to think about differences that cannot be seen, suggested different feelings. They have good understanding of a range of moral issues, especially consideration for others, caring, sharing and right and wrong. At the end of Year 2 written work is of a very good standard, reflecting pupils' literacy skills. They write with empathy, for example, making up a prayer to God written by Daniel when he was in the lion's den.
144. At Key Stage 2 pupils successfully develop their understanding and knowledge of Christianity, Judaism and Islam. The subject is made interesting by the teacher making effective use of a wide range of good quality resources and artefacts. Pupils' ability to suggest answers to questions about meaning with reference to their own experiences is good. For example, when asked whether they have any doubts in God a Year 5 pupil asked 'Why did he send wars?' Pupils listen attentively to others' views, empathise well and produce good quality written work. They share ideas openly with consideration and respect for the feelings, experiences and beliefs of others. Pupils' well developed literacy skills effectively promote their learning, for example their reading skills in bible research.
145. Learning is good for all pupils throughout the school because the school plans good opportunities to develop their interest and encourage positive attitudes towards religious education. For example, pupils in Years 5 and 6 receive a 'Bible Explorer' five week course led by a visitor from the Christian Youth Ministry. Teachers promote learning well by taking care to involve all pupils, including those with special needs, in their questions. They set a range of interesting activities and value pupils' opinions, allowing them opportunities to ask as well as answer questions.
146. The quality of teaching in religious education is good, especially at Key Stage 2. Teachers' have good knowledge of their subject and enjoy teaching it. The subject specialist teacher was involved in developing the county scheme of work. At Key Stage 1 occasionally there is insufficient development of the religious meaning of a theme to fully challenge pupils. For example, in a lesson about the changing seasons the teacher missed an opportunity to reinforce the wonder of the seasons. Good relationships between teachers and pupils and the atmosphere of mutual respect promotes learning well as pupils freely and confidently share views. Teachers' planning is thorough and at Key Stage 2 includes assessment opportunities. It relates well to the experience and interest of pupils. Teachers use links with other subjects well. For example, pupils in Years 5 and 6 visited Norwich Cathedral. They used their art and computer skills to design and make their own roof bosses in paintings and modelling to show three key events in Jesus' life. Religious

education makes a very positive contribution towards the spiritual, moral, social and cultural development of all pupils, especially at Key Stage 2.