

INSPECTION REPORT

ST JOSEPH'S RC VA PRIMARY SCHOOL

Sudbury

LEA area: Suffolk

Unique reference number: 124763

Headteacher: Mrs J Beswick

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 25th – 28th September 2000

Inspection number: 225275

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4-9
Gender of pupils:	Mixed
School address:	Beaconsfield Road Sudbury Suffolk
Postcode:	CO10 6JP
Telephone number:	01787 373365
Fax number:	
Appropriate authority:	The governing body
Name of chair of governors:	Father Keith Tomlinson
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis 20893	Registered inspector	Mathematics Science Information technology Design and technology Physical education Special educational needs English as an additional language	How high are standards? (The school's results and achievements) How high are standards? (Attitudes, behaviour and personal development) How well are pupils taught?
Mr B Jones 9542	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mrs V Grigg 12331	Team inspector	English Art Geography History Music Early years Equal opportunities	How good are curricular and other opportunities? How well is the school led and managed?

The inspection contractor was:

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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

St Joseph's RC Voluntary Aided Primary School is situated in the town of Sudbury in Suffolk and takes pupils from the ages of four to nine. There are 74 pupils on roll in four classes, with 37 boys and 37 girls; this is smaller than the average-sized primary school. All of the pupils are UK heritage. There is one pupil from a home where English is not the first language. There are 18 pupils on the school's register of special educational needs; this is similar to the national average. There are no pupils with statements of special educational need. Seven pupils are entitled to free school meals; this is below the national average. Children enter school with standards which are average for the local education authority. In recent years, there has been a period of staffing instability.

HOW GOOD THE SCHOOL IS

St Joseph's is a good school. The headteacher, since her appointment in Easter 1999, with the support of staff and governors, has been successful in raising standards and in restoring the confidence of parents in the school. Since the last inspection the school has been through a period of instability and uncertainty, with no permanent headteacher for almost two years. During this period, standards declined, as did the numbers of pupils on roll. Consistently good teaching is contributing to rapidly improving standards and to the very good attitudes and personal development of pupils. At the end of Year 4, standards in English, mathematics and science are good and exceed expectations for pupils of this age. The school provides good value for money.

What the school does well

- By the end of Year 4, standards in English, mathematics and science are good.
- Pupils' attitudes, values and personal development are very good.
- The quality of teaching is consistently good.
- Pupils' spiritual, moral, social and cultural development is very good.
- The leadership and management of the school are good.
- The school's partnership with its parents is very good.
- The school's procedures for monitoring pupils' personal and academic progress are very good.

What could be improved

- The provision for children's physical development in the Foundation Stage.
- The provision of support staff in the Foundation Stage.
- The provision of support staff for pupils with special educational needs.
- The provision of drugs education within personal, social and health education.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the previous inspection. The key issues have been addressed successfully. The school now has clear policies to identify how subjects should be taught and detailed schemes of work to identify the skills, knowledge and understanding to be taught as pupils move up through the school. The school improvement plan now contains clear targets for the management of the curriculum, finance, personnel and premises; it is linked to clear financial planning and identified professional development needs, and contains criteria against which its success can be managed. However, since the previous inspection, standards dropped significantly; there was a fall in the numbers on roll, with a loss of parental confidence. Inspection evidence shows that standards are now improving and match those reported at the previous inspection. At the end of Year 4, standards are now good and show an improvement since the previous inspection, when they were judged to be satisfactory. Although it was not a key issue, the school has not improved its provision for the physical development of children in the Foundation Stage.

STANDARDS

The table shows the standards achieved by 7-year-olds, based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools *	
	1997	1998	1999	1999	
Reading	C	C	D (A)	E (A)	well above average A above average B average C below average D well below average E very low E *
Writing	B	D	E (A)	E* (A)	
Mathematics	B	C	D (E)	E (E)	

Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals. Figures in brackets show average point scores in national curriculum tests in 2000.

By the time pupils leave the school at the end of Year 4, standards in English, mathematics and science are good. In information technology, standards meet national expectations. Standards in art and design exceed expectations for pupils of this age. In design and technology, geography, history and physical education, standards meet expectations. There was insufficient evidence to make a judgement about music.

The school's results in the 1999 National Curriculum assessments in writing for pupils in Year 2 placed the school in the bottom five per cent of similar schools nationally. Results in reading and writing were well below average. However, the school's results in the 2000 National Curriculum assessments in reading and writing show a significant improvement over its 1999 results. Standards in literacy and numeracy are good. Pupils apply these skills successfully across the curriculum.

Inspection findings show that, by the end of Year 2, standards in reading, writing, mathematics and science are average and confirm the improvement shown in the school's results in 2000. Improvement is the result of consistently good teaching, linked to clear target setting to raise standards at individual, year group and whole-school levels. By the end of Year 2, standards in design and technology, geography, history, music and physical education meet expectations for pupils of this age. In information technology, standards meet national expectations. There was insufficient evidence to judge standards in art and design.

Pupils with special educational needs make satisfactory progress. However, when they receive additional support from teachers and/or classroom assistants progress is good. Children in the Foundation Stage achieve well in all areas of learning except physical development, which is unsatisfactory. They have insufficient opportunities for regular outdoor play.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy their lessons and work hard.
Behaviour, in and out of classrooms	Good; pupils behave well in lessons and at all other times.
Personal development and relationships	Very good; pupils relate well to each other and to all adults they meet.
Attendance	Very good; pupils arrive promptly and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching in the school is consistently good and makes a significant contribution to rapidly improving standards by the end of Year 2 and the good standards achieved at the end of Year 4. In addition, good teaching has a positive impact on the very good attitudes, values and personal development of pupils.

The teaching of literacy and numeracy is good. Teachers have a good understanding of the strategies needed to teach successfully and allow pupils to make significant progress. The key skills of reading, writing and mathematics are taught well. Teachers use information technology successfully to support pupils' learning across the curriculum. Imaginative use is made of resources to capture pupils' imagination and interest, which results in effective learning.

The teaching of pupils with special educational needs is satisfactory; it is good in those lessons where additional support is provided. Teachers are successful in meeting the learning needs of more-able pupils. The teaching of children in the Foundation Stage is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for pupils in Years 1 to 4, with the exception of the lack of provision for drugs awareness. In the Foundation Stage there is inadequate provision for children's physical development.
Provision for pupils with special educational needs	Satisfactory. The special educational needs co-ordinator, teachers and classroom assistants support pupils effectively. Individual education plans are good.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. Pupils are provided with many opportunities in lessons and through assemblies for development in these areas; this is reflected in their positive attitudes to school and their good behaviour.
How well the school cares for its pupils	Very good. The school has detailed and thorough procedures for monitoring pupils' personal and academic progress.

The school's links with its parents are very good. Parents express great confidence in the school and recognise the achievement of the headteacher and staff in the improvement the school has made in the last year.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher provides good and effective leadership. She is very aware of the school's need to improve and has set clear, realistic and achievable targets to bring that improvement about.
How well the governors fulfil their responsibilities	Good; the governors are working in partnership with the school in a determined and committed drive to improve performance.
The school's evaluation of its performance	Good; the school is very aware of its strengths and areas for improvement and has set clear, detailed targets for continuing improvement.
The strategic use of resources	Good; the school uses its available resources efficiently and effectively to support pupils' learning.

There are insufficient resources and accommodation to meet the learning needs of children in the Foundation Stage with regard to the provision of physical development. There are insufficient support staff for pupils with special educational needs and for children in the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teaching is good. • The school is well led and managed. • The school works closely with parents. • Behaviour is good. 	<ul style="list-style-type: none"> • The provision of extra-curricular activities.

Ten parents attended the meeting with the registered inspector prior to the inspection and 40 questionnaires were returned. Inspection evidence supports the positive views of parents. The school is aware that it needs to provide more extra-curricular provision and there are plans to restart a recorder club and an arts and craft club.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

*Foundation Stage*¹

1. Children enter school at the beginning of the school year in which they reach the age of five. Standards on entry are average for the local education authority, except in language and literacy, where they are above expectations for this age group. When children reach the end of the foundation year they are above the expected levels of development in communication, language, literacy and creative development. Children reach the expected levels in other areas of learning, with the exception of physical development, where they are below expected levels because of insufficient provision of space and resources.

Key Stage 1

2. The results of the 1999 National Curriculum assessments for pupils in Year 2 were well above the national average in reading for the proportion achieving the expected Level 2². In mathematics the results were above the national average, but in writing they were well below the national average. The proportion of pupils achieving the higher Level 3 was below the national average in reading and well below the national average in writing and mathematics. In comparison with those in similar schools, the results at Level 2 were above average in reading, average in mathematics, but very low in writing. In writing, the results put the school in the bottom five per cent of similar schools. At Level 3, the results were very low in reading and well below average in writing and mathematics. In reading, the school was in the bottom five per cent of similar schools. In the teacher assessments for science, the results were below the national average for those achieving Level 2 and Level 3. In comparison with those in similar schools the results were well below average at both levels.
3. Taking the four years 1996 to 1999 together, the trend shows that standards are average in reading and mathematics but below average in writing. Over the same period boys performed better than girls. However, the results need to be treated with caution because of the small numbers of pupils in each year group and an imbalance in the numbers of boys and girls. In addition, standards in the school have been adversely affected during the period between the previous inspection and Easter 1999, when the school was without a permanent headteacher.
4. Although no national comparative figures are available, the school's results in reading in 2000 show a significant increase in the proportion achieving the higher Level 3. In writing, results improved, with all pupils achieving Level 2, although none achieved the higher Level 3. In mathematics, the results showed a decline at Level 2, with a small increase at Level 3. In science, the results were similar to those achieved in 1999. The improvement in reading and writing is the result of the successful implementation of the Literacy Hour, linked to the school meeting its own targets for improvement in these areas. The positive impact of the school having a

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

² The national expectation is that at the end of Key Stage 1 pupils should achieve Level 2.

permanent headteacher after a period of instability is an important factor in the improving standards in reading and writing.

5. Inspection findings show that standards continue to improve and that, by the end of Year 2, standards in reading, writing, mathematics and science are average. The improvement is linked to consistently good teaching and the effective implementation of the literacy and numeracy hours. In addition, teachers and pupils are much more aware of individual, class and whole-school targets.
6. In literacy, pupils read confidently and with good expression. They express preferences for books and authors. Pupils' handwriting is joined and fluent, and they write confidently for a variety of purposes. They write with ideas in ordered sentences. In numeracy, pupils read, write and order correctly numbers to 100. In mental arithmetic they show good recall of adding numbers to 20, with more-able pupils knowing the answer to '50+20'. Pupils use their 5 and 10 times tables successfully. In science, pupils show a good knowledge of the different habitats in which 'minibeasts' are found.
7. Standards in information technology meet national expectations. Pupils are confident in the key skills of loading, saving and printing their work. They apply their literacy skills well when word-processing stories, poems and recipes. Numeracy skills are used successfully in making and interpreting graphs. Standards in design and technology, geography, history, music and physical education meet expectations for pupils of this age. There was insufficient evidence to make a judgement about standards in art and design.

Key Stage 2 (Year 4)³

8. By the end of Year 4, standards in English, mathematics, science, and art and design are good and exceed expectations for pupils of this age. In information technology, standards meet national expectations. In design and technology, geography, history and physical education, standards meet expectations for pupils of this age. There was insufficient evidence to make a judgement about standards in music.
9. In English, pupils read confidently and apply their literacy skills successfully across the curriculum; for example in reading indexes. In writing, pupils apply their good spelling and punctuation skills well when writing up results of scientific experiments. In mathematics, mental arithmetic skills are good and pupils use their knowledge of multiplication skills quickly and accurately when finding quarters and tenths of numbers. In science, pupils show a good understanding of life processes and living things, including the bones in the human skeleton. Information technology skills are used well across the curriculum, particularly in science and design and technology.
10. Across the school, pupils with special educational needs make satisfactory progress against the targets in their individual education plans. In lessons when teachers and/or classroom assistants support them they make good progress. Pupils achieve well and are confident in their learning.
11. The school has shown through the results of its 2000 National Curriculum assessments that it is capable of meeting the targets it sets. Inspection evidence is consistent with the school having the quality of teaching and management systems in place that will allow it to meet its future targets.

³ At the end of Year 4, pupils transfer to middle schools.

12. Standards in English, mathematics and science in Year 4 have improved since the previous inspection and are now good. At the end of Year 2, standards in reading, writing and mathematics have recovered after a significant decline. They are now average and the same as identified by the previous inspection. Standards have improved as the result of good teaching and specific target-setting for individuals, year groups and the school.

Pupils' attitudes, values and personal development

13. The previous inspection report judged these areas to be positive aspects of the school's work. Inspection findings confirm that pupils' attitudes, values and personal development are a strength of the school and make a significant contribution to pupils' learning. In addition, inspection findings support the very positive views of parents that their children like school, that behaviour is good and that the school helps their children to become more mature and responsible.
14. Children in the Foundation Stage settle quickly into the day-to-day life of the school. They are secure, happy and confident and proud of their new school uniform. Children relate quickly to older children and pupils from Year 1 who are in their class. They adapt readily to classroom and school routines, including going to assemblies and lunch. Relationships are good and pupils enjoy the company of each other and older pupils when in the playground. Their behaviour in and around school is good.
15. In both key stages, pupils show very positive attitudes to school and work. They arrive promptly and happily each morning, and very quickly settle to literacy or numeracy activities before the teacher calls the register. By registration, all are on task and working hard; this sets the tone for their learning in all lessons. Pupils listen attentively to their teachers and are keen to answer questions and contribute to discussions. They show interest and fascination in most lessons, especially where resources are used imaginatively, for example the use of X-rays in a Year 4 science lesson. Homework is completed well and many pupils bring items from home to share with their teacher and classmates, for example a girl in Year 4 who brought in her atlas in preparation for a geography lesson.
16. Behaviour is good. During the inspection there was no evidence of unacceptable behaviour or bullying. There have been no permanent or fixed-term exclusions in the last year. Pupils behave well when moving around the school; they are polite and well mannered, for example when holding doors open for visitors. Behaviour at break and lunchtimes, including in the dining hall, is good. Pupils relate very well to each other and to all adults with whom they come into contact. In lessons, pupils behave well as a result of consistently good teaching which interests, challenges and motivates them.
17. Pupils take responsibility for themselves well. A particularly good example is when pupils from Key Stage 1 use the computers independently in the Key Stage 2 technology area. They respond well to the trust placed in them by teachers and work hard and well on their tasks. Older pupils in Year 4 take responsibility for locking the gate and collecting dinner numbers each day; they are expected to phone through the number of pupils requiring a cooked lunch to the middle school, where the meals are prepared. Older pupils and younger ones enjoy the occasions when they pair up for reading.
18. The very high level of attendance is a strength of the school. The 1999/2000 attendance of 97 per cent is well above the national average for primary schools. It is a significant improvement on attendance in the previous year and at the time of the

last inspection. There is little unauthorised absence. Families punctually bring pupils to the playground each morning. The prompt start to lessons has a beneficial effect on pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

19. The previous inspection report judged the quality of teaching to be good in 32 per cent of lessons and very good in five per cent; there was no unsatisfactory teaching. Inspection findings confirm that teaching is a strength of the school and is having a positive impact on improving standards in Key Stage 1 and the good standards achieved in Key Stage 2. In addition, consistently good teaching contributes significantly to the very positive attitudes, values and personal development of the pupils. Inspection findings confirm parents' very positive views that teaching in the school is good.
20. During the inspection the quality of teaching was good in 76 per cent of lessons observed, with the remaining 24 per cent being satisfactory. There is no significant variation in the quality of teaching between the key stages. Examples of good teaching were seen across the school and in most subjects.
21. The teaching of children in the Foundation Stage is good. The teacher has a good understanding of the learning needs of children of this age and is successfully meeting their needs and those of the Year 1 pupils in the class who are working on the National Curriculum. Children are taught the key skills of reading well, especially a knowledge of letter sounds. The teaching of number, especially counting, reading, writing and ordering numbers is good. Although there is insufficient allocation of classroom support, the teacher makes very effective use of the time that is available to support children's learning.
22. The teaching of literacy is good. Teachers plan well and use good resources effectively, and questioning is successful at making pupils think. This was seen when pupils studied newspaper articles and were asked what information the headlines gave. There are good relationships with pupils, which encourages them to participate. Teachers make appropriate comments that set clear targets for pupils to improve when listening to them read.
23. The teaching of numeracy is good and contributes to improving standards. Teachers show a good understanding of the Numeracy Hour and implement it effectively. The mental arithmetic session is used well; it is challenging and demanding, with a good emphasis on pupils explaining how they find the answers to problems. Group work is managed well, with work set which meets the learning needs of all pupils. More-able pupils are challenged effectively.
24. The teaching of pupils with special educational needs is satisfactory overall. It is good in those lessons where teachers have a classroom assistant or a support teacher, although there are not enough of these occasions. In lessons where there is additional support, teachers make effective use of staff to work with pupils with special educational needs or to release the teacher to work with these groups. In a numeracy lesson in Years 1 and 2, pupils received very effective support from a support teacher which enabled them to make good progress in counting and adding to 20.
25. Where teaching is good, teachers show good subject knowledge which they pass to pupils with enthusiasm; this results in pupils being interested and involved. Lesson introductions are good, with clear explanations and demonstrations, for example in a

Year 4 geography lesson where the teacher's own interest and knowledge of Ordnance Survey maps were quickly reflected in the pupils' learning. Questions are used effectively to assess pupils' learning. Group work is managed well, with a good range of tasks set which meet the learning needs of all pupils. For example, in a numeracy lesson in Years 1 and 2, more-able pupils had the opportunity to develop their understanding of the different terms used in addition, whilst less-able pupils were consolidating their understanding of how to add two numbers together.

26. Pupils are managed well and there are high expectations that they should behave in lessons and work hard, including presenting their work to a high standard. Teachers remind pupils of individual, class and whole-school targets. In Year 3, the teacher reminded pupils that the current whole-school target is for them to listen more carefully. In Years 1 and 2, the teacher reminded pupils of the class target to come in from break and sit quietly on the carpet for the start of the numeracy lesson. In Year 4, individual pupils were reminded of targets relating to improvements in writing.
27. Teachers use resources effectively to support pupils' learning. In a Year 4 science lesson, pupils' knowledge of the names of the bones in the skeleton was improved significantly because the teacher provided a set of X-rays. The pupils were motivated to learn, with many keen to discover the correct medical names for each of the bones they identified. Teachers use information technology well to support pupils' learning, especially in literacy and across the full curriculum. Time is used well; in many lessons pupils are set clear targets for the time allowed to complete work. As a result, pupils stay on task and achieve well in lessons.
28. Marking of pupils' work is good, with teachers paying good attention to the quality of pupils' presentation of work. Good marking encourages and guides pupils forward in their learning and reminds them of their individual targets. Teachers make good use of lesson introductions, plenary or final sessions, and the results of marking to assess pupils' learning and to amend teaching plans if necessary. Homework is used effectively to support pupils' learning, for example in Year 4 where pupils, as an extension of work done in the numeracy lesson, were asked to measure the length of fingers of an adult to the nearest millimetre.

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

29. The curriculum for the foundation year is good, with the exception of children's physical development where there is insufficient provision for children's outdoor play.. The curriculum for Key Stages 1 and 2 is good, with an emphasis on English. The school has effective strategies for teaching literacy and numeracy. The curriculum is considerably enriched by a wide variety of visits focused, amongst other subjects, on history, art and geography. This provides pupils with an awareness of their own environment and culture. All pupils have access to the full curriculum. The school provides a comprehensive programme of personal, social and health education, which does not include drugs education, which is a legal requirement. The school has satisfactory links with the local community, in particular with Gainsborough's House.
30. The school meets the requirements of the Code of Practice⁴ for pupils with special educational needs. Individual education plans contain clear and achievable targets which are understood and used effectively by teachers. However, pupils on Stage 3

⁴ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

on the school's register of special educational needs receive insufficient additional support to allow them to make consistently good progress.

31. The school makes a positive contribution to pupils' very good spiritual development. This is provided not only through assemblies, religious education and prayers, but also through subjects, particularly art. Its impact was seen when a pupil read out to the class a prayer that he had written. Pupils' moral development is very good. It is based on a clear set of moral principles. Class rules are clearly displayed, and teachers are very good role models. They constantly remind pupils about the expected standards of behaviour, such as listening when others talk and sharing and working well together. A good example was seen when a pupil put the equipment box exactly into the centre of the table in order that all could share. Pupils know the difference between right and wrong, and there is an absence of bullying or racial harassment.
32. Pupils' social development is very good. They have many opportunities to take responsibilities within the school, such as locking and unlocking the gates. They are aware of areas of need in the world and raise money for many charities. Pupils go into Sudbury on visits, and being amongst adults adds to their social development. It is also enhanced by group work. Pupils' cultural development is good. Knowledge of their own culture is enhanced by all aspects of school life and based on the rich pattern of visits. They learn about other cultures through subjects such as history, geography, religious education and art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school cares very well for pupils' health, safety and well-being. It monitors their academic and personal development very effectively, both through its record-keeping systems and the individual attention of the class teachers and the headteacher. It provides them with very good educational and personal support and guidance. The previous report noted that the staff attached great importance to pupils' welfare. The school has maintained this strength, and extended the quality of its academic and personal monitoring, and its support and guidance for the pupils.
34. The headteacher is the designated teacher for child protection. She ensures that all staff are familiar with the required procedures. The school uses the local education authority's and the diocesan model policies. Members of the governing body have attended training that enables them to give additional support. Despite the absence of a designated medical room and a shortage of support staff in the afternoons, the school provides high-quality care for minor accidents. Two members of staff have current first-aid certificates. The school has very good health and safety procedures. The headteacher and the chair of the governing body inspect the site frequently and the governing body reviews the situation once a term. The cleaner in charge keeps the buildings very clean and runs health and safety checks every day.
35. However, the lack of a fire door in the classroom for the youngest children is a cause for concern. The school has made this fire door a priority in its development plan, but has not obtained funding to install it. In the event of a fire, the children only have one exit route via a corridor. This is unsatisfactory.
36. The school has good procedures for assessing pupils' achievement. It has improved its assessment system since the previous inspection and now uses the local education authority's scheme to assess pupils when they start school. The school uses the National Literacy and Numeracy Strategies effectively to assess what the pupils have learnt. The school concentrates on English and mathematics; it does not

assess in science and the other subjects in the same detail. Teachers use assessment information to set targets for individuals and groups. The school communicates the targets clearly to parents. Teachers effectively use assessment information in planning lessons and providing work of varying difficulty for the pupils.

37. The school provides pupils with very good personal support. Because it is a small school, class teachers and the headteacher know their pupils very well, and sensitively meet their individual needs and interests. Procedures for promoting attendance and punctuality are good. The school makes clear its expectations of regular attendance and punctuality. Teachers greet parents in the playground each morning. The breakfast club enables families to bring pupils to school early where necessary. Last year's audit noted that the school had not entered all the required information into its registers. The school accurately records the reasons for absence and correctly files notes from parents. However, two registers at the time of the present inspection lacked weekly totals. The school is aware of the omission and has undertaken to rectify it.
38. The school has very good procedures for behaviour and discipline. Its strong ethos encourages good behaviour and care for others. There is a strong sense of family and community within the school. Older pupils care for the younger children. Pupils in Class 4 greatly enjoy paired reading with the children in Class 1 and look after them at break and lunchtime. "Best effort" assemblies acknowledge good work and behaviour each week. The school makes clear that it expects high standards of politeness. The school has very good procedures for eliminating oppressive behaviour. It resolves disagreements between pupils before they become serious. A parent who has known the school since she started as a pupil 30 years ago says the school has never had problems with bullying.
39. The co-ordinator for special educational needs works effectively with class teachers and outside agencies to provide detailed monitoring of the progress of pupils with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents think very highly of the school. They say it has recovered very well from a period of staff instability. They are very pleased with the leadership provided by the new headteacher. Their responses to the questionnaire and at the parents' meeting are positive. The very large majority agree that teaching, children's progress and behaviour are good. Parents especially value the caring ethos that their children develop during their time at school.
41. The school has very good links with parents. It arranges meetings with the class teacher every term and a high proportion of parents attend these meetings. The headteacher and class teachers meet parents informally every day, and many parents meet the teachers at church. The school makes it easy for parents to come in by appointment if they wish to discuss a concern. Parents regularly help in school and on visits. They frequently take part in school and class assemblies.
42. The school provides very good information for parents. The annual reports review very individually the progress that pupils have made in knowledge and skills through the year. They give very detailed accounts of the children's achievements in English, mathematics and science, and cover the other subjects well. The reports set targets for pupils to work on. The school sends out a newsletter at least once each term with information about activities and events in the school and the classes. It provides a

high-quality booklet welcoming new parents and a very helpful guide on learning targets and what a parent can do when a child finds a task difficult.

43. Parents' participate very effectively in their children's learning. The emphasis in homework is on home reading. Virtually all parents read regularly at home with their children. They conscientiously maintain the reading record books. Younger pupils learn key words and practise working with numbers. Homework for older pupils includes mathematics and spellings. They typically research and write two or three projects each term. The programme organised by the very active parent-teacher association includes events in which pupils take part. There is an Easter egg hunt, a family quiz, a sponsored keep fit event and a children's disco. These events successfully raise funds for additional learning resources. They provide opportunities for pupils to gain maturity and responsibility. A major example is the summer fair, at which pupils run their own stalls and sometimes invite the public to take part in a game that they have themselves devised.
44. Parents of pupils who are on the school's register of special educational needs are fully informed of the targets set for their children and contribute to annual reviews.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school is very well led and managed by the recently appointed headteacher and the governing body. Prior to her appointment there was a period of serious instability in staffing, which resulted in a decline in standards. Since her appointment, the issues from the last OFSTED report have been fully met. The school now has policies and schemes of work for all subjects, and a comprehensive development plan has been drawn up with clear priorities. The detailed development plan results from a thorough evaluation of strengths and weaknesses of the school using classroom observation and available data. It includes the financial implications, monitoring and success criteria. The school has a strong commitment to improve, due to the clear leadership of the headteacher, who has prioritised raising standards in Key Stage 1, where there was underachievement.
46. Appraisal is ongoing, according to the new Performance Management Criteria, and there are agreed performance objectives for the headteacher and the deputy headteacher. These show that the strengths and weaknesses of the school are recognised by the governing body.
47. The headteacher has the full support of the staff and governing body, and has successfully created a unified and committed staff after a period of serious instability. In the two years prior to the headteacher's appointment, the school had three temporary headteachers. The present headteacher has made a noticeable impact on the school, providing it with a clear focus and sense of purpose. This shows in the improvement in standards. For example, following the recognition that writing standards were low, the focus on extended writing has led to a noticeable improvement.
48. The school has clear aims, founded on Christian values which are reflected in the positive ethos of the school, which provides a secure and happy environment where pupils can progress in their learning and personal development.
49. The headteacher and staff value the work of all, and there is an atmosphere of working together for the good of the school. The headteacher has delegated responsibilities clearly and co-ordinators are aware of their responsibilities. All are committed to raising standards and maintaining the positive ethos of the school.

50. The governing body recognises the impact made by the headteacher and is fully supportive. They fulfil their statutory duties effectively. They have moved forward by creating active new committees whose members take their responsibilities seriously. They clearly recognise the school's strengths as well as the weaknesses in accommodation and standards. They acknowledge the hard work put in by the teachers who work well as a team, led by a strong headteacher and supported well by parents. There are excellent relationships between headteacher and governing body, which contribute to the very good leadership and management of the school.
51. There is thorough monitoring of teachers through observations by the headteacher and the local education authority advisor. Staff have also had the opportunity to observe others teach. This has contributed to raising standards and to the shared commitment to succeed.
52. There is good use of new technology and it is very effectively used in the school office. There is now good financial control after a period when a surplus was used to subsidise the budget and the governors were not aware of the financial situation. Once aware of the declining budget, the governors responded in order to maintain a financially sound school. The principles of best value are applied and the school makes best use of its resources, with assistance from the diocese. The majority of issues outlined in the last audit have now been met. Funding for special educational needs is supplemented because of the importance attached to this area of provision.
53. The staff are well qualified to teach the National Curriculum and they are well used. There is a low pupil teacher ratio because of the small classes in Key Stage 2. Class 1, which has reception and Year 1 pupils, does not have a full time assistant. Provision in this area is very important in order that the individual needs of small children are met and to ensure that they all make good progress. In addition, there are insufficient support staff to meet the needs of pupils with special educational needs. Their progress would be enhanced with such provision. The office staff are friendly and make a positive contribution to the smooth running of the school.
54. The accommodation is unsatisfactory. This is because there is no outdoor play area for the foundation year. The reception classroom is also too small to accommodate the activities associated with the areas of learning and it does not have its own toilet facilities. The school has sufficient classrooms for the numbers of pupils that are in the school. The appearance of the school is enhanced by colourful displays. There are ample outdoor play areas of good quality, with the exception of the area scheduled for resurfacing. The environmental area is well used to enhance pupils' learning. The school is attractive and clean and reflects the care given by the caretaker.
55. Resources are good, with the exception of the lack of outdoor play equipment for reception children, which is essential for their physical development. The library is very good, being attractive, although too small for a whole class. It has a very good range of books of quality to fully extend all pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. To further improve the quality of education and the standards achieved the headteacher, staff and governors should:
- (1) ensure that children in the Foundation Stage receive their full entitlement to the provision of physical development within the expectations of the Early Learning Goals by:
 - providing space and resources to allow children regular opportunities for outdoor play; (paragraphs 1, 29, 54, 55)
 - (2) provide additional classroom support for children in the Foundation Stage; (paragraphs 53, 57)
 - (3) provide additional classroom support for pupils on the school's register of special educational needs, particularly those on Stage 3; (paragraphs 10, 30, 53)
 - (4) ensure that pupils are taught an awareness of drugs abuse within the personal, social and health education curriculum. (paragraph 29)

In addition, the governing body should consider the following for possible inclusion in its action plan:

- (1) the provision of a larger space for the teaching of physical education, particularly gymnastics, taking into consideration that the numbers on roll are rising; (paragraphs 121, 124)
- (2) improving in the long term the teaching accommodation for the Foundation Stage. (paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	76	24	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

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	74
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	10	4	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	10	7
	Girls	4	4	4
	Total	13	14	11
Percentage of pupils at NC Level 2 or above	School	93 (94)	100 (69)	79 (94)
	National	N/A (82)	N/A (83)	N/A (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	8	8	9
	Girls	4	4	4
	Total	12	12	13
Percentage of pupils at NC Level 2 or above	School	86 (75)	86 (75)	93 (88)
	National	N/A (82)	N/A (86)	N/A (87)

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	74
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	18
Average class size	21.5

Education support staff: YR – Y4

Total number of education support staff	2
Total aggregate hours worked per week	23

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.

Financial information

Financial year	99/00
	£
Total income	199,582
Total expenditure	201,704
Expenditure per pupil	2,726
Balance brought forward from previous year	10,578
Balance carried forward to next year	8,456

Results of the survey of parents and carers

Questionnaire return rate 46.5%

Number of questionnaires sent out	86
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	0	0	3
My child is making good progress in school.	66	31	0	0	3
Behaviour in the school is good.	57	37	0	3	3
My child gets the right amount of work to do at home.	46	40	8	3	3
The teaching is good.	60	37	0	0	3
I am kept well informed about how my child is getting on.	52	37	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	28	3	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	46	46	3	0	5
The school is well led and managed.	60	37	0	0	3
The school is helping my child become mature and responsible.	63	37	0	0	0
The school provides an interesting range of activities outside lessons.	18	38	32	6	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Children enter the reception class in the term in which they are five. There were nine children of reception age at the time of the inspection. A teacher and a part-time assistant staff the reception class. The lack of a full-time assistant hampers the progress of the children, who need a great deal of individual attention to move on in their learning. The small size of the room prevents easy movement of children, and does not provide sufficient quiet areas for children to read books, to use sand and water, and to make large constructions. The room does not have its own toilet facilities, which hampers the development of good hygiene practices in young children. There is no outdoor play equipment, which prevents children making progress in this important area of their development.
58. Assessments carried out when children enter the reception class show that levels of attainment are above those expected for their age in communication, language, literacy and creative development. In other areas of learning, standards are in line with expectations. When children reach the end of the foundation year they are above the expected levels of development in communication, language, literacy and creative development. Children reach the expected levels in other areas of learning, with the exception of physical development, where they are below expectations because of the unsatisfactory provision. Parents are made welcome. They meet the teacher in the term before their children start school, and the teacher is always available before and after school. Introductory booklets on starting school and starting to read help both parents and pupils.
59. The standard of teaching is consistently good. Planning is very good, and the teacher is alert to the needs of young children and adjusts the curriculum to meet those needs. Every opportunity is taken to extend their learning and, when the teacher has a support assistant, she is very well deployed and the children benefit from her input and make good progress in their learning.

Personal, social and emotional development

60. Children make satisfactory progress in this area. There are good opportunities for children to co-operate with one another. They confidently join in activities that are organised for them. They form good relationships with others in the class and with adults. The teacher and other adults provide a secure and caring environment in which children can learn. They are encouraged to take on responsibility, such as changing for physical education. Good manners are developed through gentle reminders such as saying 'please' and 'thank you'. Through daily prayers children gain an awareness of the needs of others.

Communication, language and literacy

61. Provision for this area of learning is satisfactory. Every opportunity is taken to involve children in speaking and listening. For example, the teacher acted as a customer in the 'Optician's Corner', and the children had to respond by giving the time of an appointment and writing it down. They talk about incidents in their lives; for example, one child stated that she had been to a party in a big hall and that there had been a magician. Children recognise their names thorough the good system of self-registration. The majority of children are beyond the early writing stage on entry to reception. Most copy letters and read the sentence that they have written. By the

time that they reach the end of the foundation year the majority read simple texts with understanding and copy words, and some write sentences unaided. This is to a level that is above that expected for children of this age. Attainment in speaking and listening is in line with expectations.

Mathematical development

62. Children make sound progress to reach the expected levels of attainment by the time they reach the end of the foundation year. Every opportunity is used to develop skills in this area. For example, different shapes of various sizes were used to create patterns. Counting is constantly reinforced, for example counting the number of paint pots. The majority of reception children count to 10, understand the concept of bigger than and, by the time that they reach the end of the foundation year, can use 'one more' and 'one less than'. This is to an expected level.

Knowledge and understanding of the world

63. Children know everyday features of the world about them. For example, they know where milk and flour come from, that seeds planted grow into plants, and that there are different materials, such as wood and plastic. Through painting rainbows children learn colours and the shape of a rainbow. They talk about their journey to school, and draw features such as traffic lights, churches and road markings. They know that toys can be old and that there were events that happened a long time ago. By the end of the Foundation Stage, children achieve satisfactory standards.

Physical development

64. The teacher gives the children many opportunities to develop their skills of cutting and sticking. In physical education lessons, children develop their throwing and catching skills. They use space with an awareness of others and change shape, holding positions as instructed. With no access to wheeled toys and climbing frames, pupils do not have the opportunity to develop climbing, balancing and cycling skills; therefore progress in this area of learning is unsatisfactory.

Creative development

65. Children's creative development is fostered by the availability of materials with which to develop their creativity. For example, they used strips of paper to make hats, which they decorated, and then changed the design to cats. They use paint in a variety of ways and they were interested in using paint on vegetables to create patterns. They experimented with a range of colours and concentrated on producing textures. Most children paint people with varying degrees of understanding. Through painting and modelling, children explore shape and texture. They clap with a good sense of rhythm and learn new songs quickly. Children achieve good standards by the end of the Foundation Stage.

ENGLISH

66. Standards at the end of Key Stage 1 are in line with national averages. The decline in standards in previous years was due to staff instability. The recent improvement is due to stable staff and a closer focus on individual pupils, with clear targets set. At the end of Year 4, standards are above the expected levels. The results of National Curriculum assessments show that more pupils gained Level 2 and above in reading than is the case nationally. In 1999 the school rate was 94 per cent, as against 82 per cent nationally. In 2000 it was 93 per cent. In writing, there was a decline in 1999, with 69 per cent gaining those grades, as against 83 per cent nationally. In 2000 the school rate was 100 per cent. In spelling, it declined in 1999, with 50 per cent gaining those grades, as against 71 per cent nationally. This figure rose to 79 per cent in 2000. For Level 3 and above, results have been below national percentages. In 1999, in reading, six per cent gained those levels, as against 29 per cent nationally; in writing, no pupils gained those levels, as against 8 per cent nationally, although in spelling 25 per cent gained those levels, as against 24 per cent nationally. In 2000, the percentage of pupils gaining Level 3 in reading rose to 43 per cent. There are no national comparative figures for 2000.
67. At the end of Key Stage 1, pupils discuss animatedly how exclamation marks are used in sentences. They listen carefully and speak clearly. At the end of Year 4, pupils respond well to texts. For example, they explained in detail why Viking long boats were so important to their raiding journeys. In discussions they listen thoughtfully and respond to others' contributions. This was seen when they discussed the fate of tigers in the wild, and examined the power of words such as 'threat' and 'trembling'.
68. Pupils at the end of Key Stage 1 confidently read books that provide sufficient challenge for them to progress in their reading. They enjoy reading aloud and take interest in others' reading. They read regularly at home and have preferences, one pupil saying that he liked reading about butterflies. All are confident in using the library and have good library skills. They find books quickly, using the classification shown.
69. At the end of Year 4, pupils read with interest and enjoyment. This was seen when they read 'The Raiders', and they used their reading to work out the meaning of 'consternation'. They thoughtfully make predictions, showing a knowledge of the book to work out the probable ending. All pupils read at a suitable level and more-able pupils are well challenged. All pupils use the alphabet effectively to search for information and check in the dictionary any words of which they are uncertain.
70. At the end of Key Stage 1, pupils' handwriting is joined and fluent, and they write confidently for a variety of purposes. They write with ideas in ordered sentences. This was seen when a pupil wrote an account of how to sharpen a pencil. They also write imaginatively. This was seen when a pupil wrote, "And there stood Monday, growling and snarling and gnashing its teeth". The spelling of simple words is usually correct. At the end of Year 4, pupils write for many purposes. These include book reviews, play scripts, instructions on how to put on school uniform, letters, accounts and descriptions. Pupils write with interest and imagination. This was seen in a poem which had in it the phrase, "the sagging orchards full of amber spice". Pupils write complex sentences with accurate punctuation, such as in the story of 'The Great Bear'. This is all to a good level. Pupils with special educational needs make satisfactory progress.

71. Pupils enjoy English and participate animatedly in group discussions. They respond with great enjoyment to say aloud the phrase that they were reading. They tackle tasks purposefully and stay focused. They behave well and their interest extends into the homework undertaken. For example, research on animals was well written and presented. Pupils apply themselves to their reading, and this shows in their carefully-monitored reading diaries.
72. The quality of teaching is consistently good in both key stages. Teachers plan well and use good resources effectively, and questioning is used well to make pupils think. This was seen when pupils studied newspaper articles and were asked what information the headlines gave. Teachers have good relationships with pupils which encourage them to participate. Teachers have high expectations of behaviour, and they are reminded about listening when others are talking. Good extension work enables more-able pupils to make good progress. This was seen when a pupil was asked to make up his own newspaper paragraph after finishing the tasks set. Teachers waste no time in the lesson, which results in pupils making good progress. Teachers add appropriate comments that set clear targets for pupil improvement when listening to them read.
73. There are two co-ordinators for English, who work closely together to the benefit of pupils. There is a very good system of assessment from reception onwards, leading to individual targets which are known to pupils. This assists in raising levels of attainment. Teachers mark regularly and provide clear feedback to pupils, which enables them to make progress. Resources are good. The library has improved since the time of the last inspection. It is attractive and well stocked, although too small for a class. Pupils' work is given high status in displays.

MATHEMATICS

74. The results of the 1999 National Curriculum assessments in Year 2 were above the national average for the proportion achieving the expected Level 2. However, the proportion achieving the higher Level 3 was below average. In comparison with those in similar schools, the results were average at Level 2, but well below average at Level 3. The school's results in 2000 show a decline in the proportion achieving Level 2, but an increase in those achieving Level 3. There were unique factors with the small year group in 2000 which contributed to the decline. Inspection evidence shows that, by the end of Year 2, standards are average, with 25 per cent of pupils achieving above average standards. The improvement is the result of consistently good teaching of the Numeracy Hour, with planning more carefully targeted at the individual learning needs of pupils. The school has reversed the decline in standards since the previous inspection and is well placed to continue to improve them.
75. By the end of Year 4, standards are good and exceed expectations for pupils of this age. Standards have improved since the last inspection as a result of consistently good teaching of the Numeracy Hour, linked to high expectations of what pupils can achieve. In both key stages, pupils with special educational needs make satisfactory progress, although in lessons where they receive additional support from classroom assistants progress is good. Pupils apply their numeracy skills well across the curriculum, particularly in science. Literacy skills are used well when pupils record the findings of mathematical investigations.
76. Progress in the use and application of mathematics in investigations and problem-solving is satisfactory in Key Stage 1 and good in Key Stage 2. By Year 2, pupils are successful in investigating problems such as, 'The answer is 18. What is the question?' Pupils find all the combinations of two numbers which make 18, for

example '2+16' and '4+14', with more-able pupils using three or more numbers, for example '6+6+6' or '3+3+3+3+3'. By Year 4, pupils are confident in explaining their mathematical thinking, for example how they find a quarter of 16. One pupil explained, "Well, half of 16 is 8 and half of 8 is 4, so a quarter of 16 is 4". Pupils carry out a good investigation to see whether the sum of three odd numbers is always an odd number. Explaining their thinking and understanding makes a strong contribution to the development of their speaking and listening skills.

77. Progress in number is satisfactory by the end of Year 2 and good by the end of Year 4. By Year 2, pupils read, write and order numbers to 100. They know how to add and subtract to 100 and they know their times-tables to 5 and 10. They understand place value to hundreds, tens and units. In mental arithmetic, pupils show good recall of addition to 20, with more-able pupils confident in adding, for example, '55+20' accurately. By Year 4, pupils read, write and order numbers to 1000, with more-able pupils doing so to 10,000. They add and subtract numbers to 1000 and use multiplication and division accurately with numbers to 10. They round off numbers to the nearest 10, 100 and 1000 with confidence. Mental arithmetic skills are good; for example, many pupils can quickly find the answer to 'one tenth of 990.'
78. In work on shape, space and measures, progress is satisfactory by the end of Year 2 and good by the end of Year 4. By Year 2, pupils identify and name accurately common two- and three-dimensional shapes. They tell the time confidently to the nearest quarter and half hours. Pupils measure accurately to the nearest centimetre. By Year 4, pupils find the area and perimeter of squares, rectangles and irregular two-dimensional shapes. They measure accurately using standard units and they know the relationship between units, for example '10mm=1cm', '100cm=1m' and '1000m=1km'.
79. By the end of Year 4, pupils have made good progress in handling data. The high-quality presentation of graphs, including correct titles and accurately labelled axes, is a strong feature of their work. In addition, pupils show that they can interpret well the information shown by graphs and pie-charts. A particularly good example is in work linked to science, where pupils draw good conclusions from a line graph showing the results of how long water was kept hot when insulated by 'bubble wrap'.
80. The teaching of numeracy is consistently good and makes a strong contribution to the improving standards in Key Stage 1 and the good standards achieved by the end of Year 4. Teachers show a very good understanding of the Numeracy Hour and implement it with enthusiasm, with the result that pupils enjoy mathematics. The mental arithmetic session is fast and challenging and allows all pupils to succeed. In the mental session there is a strong emphasis on pupils explaining how they find the answer to a problem. They enjoy these sessions and are keen to answer questions. Group work is managed effectively. Pupils with special educational needs are supported well, particularly when there is a classroom assistant to work with them or to release the class teacher to work with them. Teachers have high expectations of how pupils should record and present their work and this contributes to high standards. The final or plenary session is used well to consolidate pupils' learning and for the teacher to assess what pupils have learnt in the lesson.
81. The subject is managed effectively. Assessment is a particularly strong feature, with an emphasis on 'error analysis' of pupils' results in national and school tests. The results of the analysis of errors are used very effectively to target future learning at the level of the individual pupils, the year group and whole-school targets.

SCIENCE

82. In the 1999 teacher assessments for science in Year 2, the results were below the national average for those achieving Level 2 and Level 3. In comparison with those in similar schools, the results were well below average at both levels. Although no national comparative data are available, the school's results in 2000 were similar to those achieved in 1999. Inspection findings show that standards are average by the end of Year 2, with 25 per cent of pupils achieving above average standards. The improvement is the result of good teaching, particularly through teachers' planning which now more clearly addresses the learning needs of all pupils. Standards declined in the period since the previous inspection, but have recently improved and are now similar to those achieved at the last inspection, when they were judged to be 'meeting national expectations'.
83. By the end of Year 4, standards exceed expectations for pupils of this age. This is an improvement since the previous inspection, when standards were judged to be 'in line with national expectations'. The improvement is the result of consistently good teaching, linked to high expectations of what pupils can achieve. In both key stages, pupils have good opportunities to use and apply literacy and numeracy skills to support their learning in science. In literacy, pupils record the results of scientific investigations well, including charts, diagrams and explanations. In numeracy, accurate measuring skills are used in investigations, for example in measuring the length of forearms to the nearest centimetre. Data-handling skills are used successfully to record in bar and line graphs the results of experiments.
84. By the end of Year 2 progress in investigative and experimental science is satisfactory. By Year 4 it is good. In Years 1 and 2, pupils carry out a successful investigation into, 'Does the person with the biggest hand span have the biggest feet?' Pupils use their numeracy skills accurately to measure the lengths involved. Pupils in Year 3 carry out a good investigation into tooth decay in which they see how foodstuffs stick to teeth, through applying a range of foods to white tiles (representing teeth). They see quickly that, although gel is better than paste at 'cleaning teeth', deposits of sticky foods, for example honey, remain on 'the tooth' even after rigorous brushing. In Year 4, pupils show outstanding recording skills when they investigate which materials can keep ice cubes frozen for longest when at room temperature.
85. Progress in the understanding of life processes and living things is satisfactory by the end of Year 2 and good by the end of Year 4. By Year 2, pupils draw and label accurately the parts of the eye. They identify and classify foods into the categories of 'vegetables', 'fruits', 'cereals', 'dairy' and 'meat and fish'. Pupils show a good understanding of the different habitats of 'minibeasts'. By Year 4, they name and identify accurately the main bones in the human skeleton and understand and explain the function of muscles.
86. In work on materials and their properties, progress is satisfactory in Key Stage 1 and good by the end of Year 4. By Year 2, pupils successfully sort and classify materials which are 'natural' and 'manmade'. By Year 4, pupils accurately identify and classify materials into solids and liquids. Pupils investigate well solids which will dissolve and those which do not; their conclusions show a very good application of literacy skills.
87. Progress in work on physical processes is satisfactory by the end of Year 2 and good by the end of Year 4. By Year 2, pupils know how to complete a circuit and they draw clear diagrams showing the 'bulb', 'battery' and 'wires'. They show a good knowledge of household appliances which are powered by mains electricity and those which are powered by batteries. By Year 4, pupils identify accurately from a

range of circuit diagrams those which will light a bulb; they know and explain the function of a switch in a circuit.

88. Teaching of science is good and contributes successfully to improving standards in Key Stage 1 and good standards in Key Stage 2. Teachers show good subject knowledge, which is passed onto pupils with enthusiasm; this results in pupils being keen and interested in lessons. Teachers use resources especially well to make lessons interesting and exciting; for example, in a Year 4 lesson on identifying the bones in the skeleton the teacher had over 40 X-rays for the pupils to use. This resulted in real progress in learning, with many pupils using the correct medical terms, for example 'tibia' and 'humerus.' In Year 3, in a lesson on tooth decay, the provision of honey, beef extracts and chocolates made the lesson exciting for pupils, with the result that they benefited from a successful investigation.
89. The subject is effectively managed, with a clear scheme of work in place to identify the skills, knowledge and understanding to be taught as pupils move up through the school. However, there is no clear means of recording pupils' progress, with the result that a new teacher would have no clear understanding of what pupils know, understand and can do in science.

ART

90. It was not possible to see any lessons in Key Stage 1 and evidence from pupils' previous work was insufficient to provide judgements. At the end of Year 4, standards are above national expectations. Pupils use sketchbooks to record and collect ideas, copy paintings seen and show colours. They use different media effectively; for example, chalk was used to copy animal paintings and it enabled pupils to explore its expressive qualities. Watercolours were used in landscapes and portraits, with an understanding of the use of different washes to create shading to give tone and texture. Pupils learn about different artists such as Mondrian, whose style they demonstrate in their painting. Of particular merit was their experimentation with lines, following a study of Bridget Riley. Their understanding is considerably extended by visits to Gainsborough's House. Pupils' work shows the impact of artists such as Maggi Hambling. They made crosses of paint and collage and produced striking effects using layered tissue paper, while retaining the form. This showed an appreciation of blending colour for effect. Pupils comment on their own and others' work, with an intention to improve. For example, a pupil stated that her design would be more effective if she moved the purple next to the yellow. All pupils, including those with special educational needs, make good progress.
91. Pupils enjoy art, and this shows in their total attention when on visits and their enthusiasm for 'The Big Draw', when the school takes part in the competition to draw Gainsborough's statue. In lessons they are very responsive and ready to use their own ideas about patterns and colours. They work hard and are reluctant to finish. Their interest extends beyond the classroom, including homework, which they do with interest.
92. The standard of teaching is good. Planning is good and good use is made of resources. For example, a comprehensive display of patterns from different times and cultures was used to stimulate pupils' interest. A lesson on patterns progressed from patterns using mathematical shapes to one using a free choice of design. This developed pupils' understanding. No time is wasted, so that pupils achieved much. There is good classroom management, ensuring that all are involved, and pupils are constantly given positive feedback.

93. Art is well organised to ensure a clear progression in the acquisition of skills and knowledge and to allow high standards to be reached. Resources are good and high status is given to pupils' work, which is well displayed.

DESIGN AND TECHNOLOGY

94. By the end of Year 2 and Year 4, pupils, including those with special educational needs, achieve standards which meet expectations for their age, and progress is satisfactory. The previous inspection report judged standards to be 'above national expectations'. The variation in standards is explained by the changes in the National Curriculum requirements for the subject, particularly that it does not need to be studied to the same depth. Pupils apply their literacy skills successfully when evaluating their work, including the use of word-processing skills. Numeracy skills are used well, especially in accurate measuring of materials to be cut.
95. By Year 2, pupils make satisfactory designs for models of castles in work linked to their history topic. They select appropriate materials and show good cutting and joining skills when constructing their models. The product is finished well to complete pleasing models of which the pupils are proud. Pupils apply their literacy and information-technology skills well when writing their recipes for 'Pudsey Bear'.
96. By Year 4, pupils build successfully on their design skills. Measuring, cutting and joining techniques are used well to make frames for models of hedgehogs which are propelled by cotton-reels and rubber bands. Pupils show good sewing skills when making and decorating bags. Information technology skills are used successfully when pupils use the computer to create graphic designs with which to decorate boxes which they have created in card. They apply their numeracy skills well when measuring and drawing the nets for their boxes. Pupils show a satisfactory understanding of mechanisms when they design and make levers to move the eyes and mouths on animal masks.
97. No teaching of design and technology was observed during the inspection. However, inspection evidence is consistent with the quality of teaching being satisfactory. A good photographic record of pupils' previous work shows that they are being taught a full range of skills and techniques as they move up through the school. Teachers make effective links to other subjects, particularly literacy, numeracy and information technology.
98. There is a clear policy which identifies how the subject is to be taught. The co-ordinator has produced a detailed scheme of work which shows the knowledge, skills and understanding to be taught as pupils move up through the school. Resources are adequate and used successfully to support pupils' learning.

GEOGRAPHY

99. Standards are in line with national expectations at the end of Key Stage 1 and by the end of Year 4. At the end of Key Stage 1, pupils have a sound knowledge of their own environment. They talk about Sudbury and the many old buildings, which they recognise because of their different appearance and the fact that they are not built of brick. They describe farming around Sudbury and know that cattle are kept and crops are grown. They know that there are playgrounds which are good because there is a lot of equipment. They did not like the amount of litter that is in some streets, one pupil saying that there were 17 cans on her grandparents' wall on one occasion. To improve this, pupils said that there should be more litter bins.

100. At the end of Year 4, pupils have a sound knowledge of the local area. For example, they know the relationship between Sudbury and East Anglia. They describe and compare the physical and human features of Sudbury and Eyam. From resources, pupils identified similarities such as churches, children's playgrounds, shops and farms. They noted the differences, such as hill sheep farms, quarries for building stone and nearby paragliding. This work is at a satisfactory level. Pupils have sound mapwork skills. They measure distances on maps and use the key appropriately. Pupils construct their own maps from observation; this was seen when they drew a route from their classroom to the playing field. From a scrutiny of work and talking to pupils it can be seen that they have little knowledge of factors affecting the environment and of how people can improve or maintain it. Pupils with special educational needs make sound progress. .
101. Pupils enjoy geography. They tackle tasks enthusiastically and were fascinated by the different features of Eyam. They listen carefully, and this was seen when they observed the environment of the school. They show good observational skills, for example when they noted that not only had the mobiles been removed, but the lack of grass showed that buildings had been there.
102. The standard of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. In the good lessons no time is wasted and there is a clear focus to the lesson, which is made known to pupils. Resources are good and well used. The variety of maps and photographs of Eyam, and the use of their own environment, added to the interest of the pupils in the lessons. Questioning is good and makes them think. For example, they were asked what they could next do to their maps to improve them. In the satisfactory lesson, pupils' learning was limited, the task set did not extend them and many opportunities to add to their knowledge and understanding were lost.
103. Resources are good and geography adds to pupils' numeracy skills.

HISTORY

104. Standards are in line with national expectations at the end of Key Stage 1 and the end of Year 4. At the end of Key Stage 1, pupils know what happened recently and what happened a long time ago. For example, they talked about their families, and a pupil added that prisoners of war had lived in her grandmother's house a very long time ago. They have a clear understanding of the passage of time, such as when their parents were born and when their grandparents were born. They know about famous people in the past, such as Michael Faraday and Guy Fawkes. They explained that Guy Fawkes tried to burn down the Houses of Parliament, which is why we have Bonfire Night. Pupils use resources well to gain information. For example, they looked at photographs of old Sudbury and recognised the differences. They pointed out that horses and carts were used because cars were not then invented.
105. At the end of Year 4, pupils have a clear understanding that there are different periods in history. They know the main features of those they have studied and give reasons for the changes. For example, they explained that the Romans conquered Britain about 2000 years ago because they had good armies. They explained that the armies were well organised and had good strategies for fighting, such as the square formation for defence. They added that we know what the Romans were like because we can see what they built, for example Hadrian's Wall. They explained that archaeologists have discovered artefacts that show how people lived, for example the Anglo-Saxon finds at Sutton Hoo. Pupils use reference books well to search out information. For example, they found details of Viking longships and

discovered how they were kept in shelters in the winter. Pupils with special educational needs make sound progress.

106. Pupils enjoy history. This showed when they talked with interest about the finds at Sutton Hoo and were excited to hear that they would be going to the site. They tackle tasks purposefully and stay focused on them. They have good research skills and quickly scan to find the information that they want. They take care with the presentation of their work.
107. The standard of teaching is consistently good. Teachers plan well and use good resources effectively. For example, photographs, a CD and a wide variety of reference books enabled the children to find easily the information that they wanted. These raised their interest and their commitment to learn. Pupils' interest in history extends into other areas of learning. For example, they made a colourful display of models of Viking life.
108. History is considerably enhanced by the many visits that pupils make which reinforce their learning and interest in the subject. Resources are good and extend pupils' learning.

INFORMATION TECHNOLOGY

109. The previous inspection report judged standards to be 'meeting national expectations'. Inspection findings show that, by the end of Year 2 and Year 4, standards continue to meet national expectations and that pupils, including those with special educational needs, make satisfactory progress. Pupils use information technology successfully to support their learning across the curriculum and have good opportunities to apply their literacy and numeracy skills.
110. By Year 2, pupils are confident in the key skills of loading, saving and printing. They know how to 'log on' and 'log off' to the computers which are 'networked'. Pupils use word-processing skills successfully for a range of writing, including stories, posters, recipes and evaluations of the 'desk tidy' made in design and technology. They change fonts, font sizes and font colours imaginatively when creating name labels for their trays. Pupils use a data-handling program well to record the 'colour of eyes in Class 2'; they interpret the information correctly, for example by saying how many more children have blue eyes than green eyes. Pupils use a graphics program well to design clothes. They are confident in entering commands into a programmable toy in order for it to follow a planned route.
111. By Year 4, pupils develop their word-processing skills successfully. They are confident in editing their work, including the use of the spell-checker facility. Pupils apply their literacy skills well, for example in retelling the story of St Joseph and in designing posters for the school fete. In data-handling, pupils use a range of graphs to show, for example, the length of children's feet in their class; they interpret their findings accurately. Pupils successfully enter commands into the computer in order for a 'screen turtle' to follow a planned route or to create, for example, a spiral pattern on the screen. They regularly access the Internet, for example to donate cups of food to a charity.
112. Pupils enjoy using computers; they work hard and well when it is their turn to use them. A particular strength is the independent way in which pupils from Years 1 and 2 work on the networked computers outside the Year 3 and Year 4 classrooms. These pupils respond well to the trust placed in them by their teacher and they

achieve well. Pupils benefit from and value the opportunities of being able to use the computers at break and lunchtimes in order to continue on-going pieces of work.

113. Teaching is satisfactory. Teachers show secure subject knowledge when teaching the whole class, particularly when introducing the theme for the week. Demonstration and explanation skills are clear, and effective use is made of pupils to show key skills, for example how to access the word-processing program. As a result, pupils listen attentively and are successful when they use the program. The planned use of information technology to support pupils' learning in the Literacy Hour is good; it is less well developed in the Numeracy Hour. However, teachers plan the use of information technology to support pupils' learning across the curriculum, particularly in science and history.
114. The subject is managed well. There is a very good record sheet to show the gains in skills, knowledge and understanding that pupils make in the subject as they move up through the school. Local schools have joined together to produce a detailed scheme of work which includes examples of pupils' work and of what should be achieved at each level of the curriculum; this is particularly useful in enabling teachers to judge pupils' standards.

MUSIC

115. Standards are in line with national expectations at the end of Key Stage 1. It was not possible to give a judgement on standards in Key Stage 2 because there was insufficient coverage of the areas of learning in the lesson seen.
116. At the end of Key Stage 1, pupils sing with a sound sense of rhythm and phrasing. They sing songs from memory and learn new songs quickly. They clap in time to a rhythm and have a sound sense of dynamics. Pupils have a sound knowledge of instruments and the sounds that they make. They used this knowledge to make sounds that were sad, cross and happy. One pupil explained that using a beater on a tambourine made a sad sound, in contrast to the happy sound when it is shaken. They listen carefully to recorded music and talk with understanding about Albinoni's 'Adagio'. They explained that it made them feel sad because it was slow and the violins are sad instruments. All pupils, including those with special educational needs, make sound progress.
117. Pupils enjoy music and listen attentively, and this shows when they follow detailed instructions. They take great care of instruments and play them with enthusiasm. They are ready to offer opinions and listen to others. They behave well and all contribute to the lesson.
118. The quality of teaching is good. Teachers plan well and use resources effectively. They involve the pupils at all stages of the lesson, which engages their interest. For example, in a lesson involving chanting, pupils joined in from the beginning. The pace of lessons is good, which moves pupils on in their learning.
119. Resources are good, including untuned and percussion instruments. Recorded music is played when pupils are coming into assembly. Details are put up in the hall, but the listening experience is not built on, either in assemblies or in the classroom. Strong encouragement is given to pupils who play instruments. Pupils accompany hymns well on the recorder, and a pupil played the piano enthusiastically as pupils left the hall.

PHYSICAL EDUCATION

120. By the end of Year 2 and Year 4, standards meet expectations for pupils of this age. Pupils, including those with special educational needs, make satisfactory progress in developing physical education skills. During the inspection, lessons were observed in gymnastics, dance and games. Over the course of a school year, pupils are taught a full programme of activities, including swimming in Year 4.
121. By Year 2, pupils know the importance of a warm-up and cool-down at the start and end of lessons. In gymnastics, they show a good awareness of space and change of direction when moving around the hall. They perform confidently at different levels, changing from small curled shapes to tall stretched shapes. Pupils plan and perform sequences on the floor which they transfer successfully to apparatus work, for example taking their weight on different parts of the body. Opportunities for working high off the ground are limited by the small size of the hall. In dance, pupils interpret music well to plan and perform sequences involving 'being carried away by a balloon'. In games, pupils show satisfactory skills of throwing and catching, and aiming at a target. They understand the importance for their own safety of responding immediately to the teacher's 'stop' command.
122. By Year 4, pupils show satisfactory skills in games. Pupils in Year 3 show increasing confidence in balancing a table tennis ball on a bat whilst walking in and out of cones. They show developing control in hitting and receiving the ball when working in pairs. However, a minority of pupils hit the ball too hard and are less successful, particularly when bouncing the ball on the bat while standing still.
123. Pupils mainly listen to instructions carefully and this contributes successfully to their speaking and listening skills. They work well individually, in pairs and in small teams, showing enthusiasm and interest. Most are keen to succeed and want to improve their skills and technique. Pupils support each other well, offering advice and encouragement, particularly in team games.
124. The quality of teaching was good in two lessons observed and satisfactory in the remaining two lessons. Successful features of teaching include a good, rigorous warm-up which is sustained and challenging. In Years 1 and 2, the teacher used the playground markings imaginatively to reinforce pupils' numeracy skills, for example by asking them to "stand on a number which includes the digit 4" or to "run to the white circle". During lessons teachers move round the class well to improve individual skills and techniques, which allows pupils to make progress in their learning. Lessons proceed at a brisk pace, with a strong emphasis on pupils being actively involved. Resources and equipment are used successfully, with teachers ensuring that pupils' health and safety are a priority, especially when working within the restricted space in the very small hall.
125. Pupils enjoy an annual sports day and they have the opportunity to take part in extra-curricular clubs for football and touch rugby.