

# INSPECTION REPORT

## **GREAT HEATH PRIMARY SCHOOL**

Mildenhall

LEA area: Suffolk

Unique reference number: 124562

Headteacher: Mrs Y Cash

Reporting inspector: Peter Sudworth 2700

Dates of inspection: May 27<sup>th</sup> –31<sup>st</sup>, 2002

Inspection number: 227666

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 9 Years
Gender of pupils:	Mixed
School address:	St John's Close, Mildenhall, Suffolk
Postcode:	IP28 7NX
Telephone number:	01638 713430
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs P. Barker
Date of previous inspection:	October, 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2700	Peter Sudworth	Registered inspector	Science; Information and communication technology; Special educational needs; English as an additional language; Equal opportunities..	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
13418	Jacqui Darrington	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with its parents?
2749	Gay Wilkinson	Team inspector	English; Art and design.	How good are the curricular and other opportunities offered to pupils?
18524	Ann Shaw	Team inspector	Foundation Stage; Music; Design and technology; Religious education.	
30717	Gordon Tompsett	Team inspector	Mathematics; Geography; History; Physical education.	How well is the school led and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Great Heath Primary School is situated about one mile from the centre of Mildenhall and serves an area of low cost private and rented housing which was originally built for London overspill. It educates boys and girls from the age of three or four. There were 337 pupils on roll at the time of the inspection in 14 classes, including two full-time equivalent Nursery classes. About 30 per cent of the pupils are from a nearby American air base which is partly responsible for the high mobility rate, currently running at about 20 per cent per annum. Almost all pupils are of white United Kingdom or American origin with a very small number of pupils from other ethnic groups. Fifty-one pupils have free school meals, an entitlement not available to American pupils, approximately 15 per cent, which is below the national average. Fifteen pupils have English as an additional language, two of whom are at an early stage of learning English. Sixty-three pupils, a proportion of pupils around the national average, are on the special educational needs register and 20 of these have more complex needs, although none has a statement. Overall, attainment on entry to the Nursery is well below average.

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

Great Heath Primary School is an improving school and is no longer a school in the category of serious weaknesses. It is making steady progress to improve the quality of education provided. The leadership and management of the school are good but, despite the overall good quality of teaching, pupils' levels of attainment overall are below the national average at the end of Years 2 and 4 in English. Nevertheless, the proportion of pupils reaching the expected level is continuing to rise. In other aspects of work most pupils attain the expected standards by the end of Years 2 and 4. They achieve well in the Foundation Stage and Key Stage 1 and soundly in Years 3 and 4. The school provides sound value for money.

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

- The leadership and management of the headteacher, the services of the school's administrative officer and the leadership of the governing body;
- The overall good quality of teaching and the work of the teaching assistants and Nursery nurses;
- The leadership of the Nursery;
- Procedures for child protection and pupils' welfare;
- The good provision for spiritual, moral, social and cultural development;
- The quality of relationships, pupils' behaviour and enthusiasm for school.

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

- Standards in English and opportunities for writing in both key stages;
- The pride pupils take in their work and their standards of presentation;
- The quality of marking and use of assessment;
- The lack of overall responsibility for the Foundation Stage;
- The partnership between school and home in the shared responsibility for the children's education and regular attendance at school.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was briefly inspected in October 2001 prior to which it had been inspected in April 2000. The school made sound progress between the two previous inspections and progress has been good since October 2001. The quality of teaching has improved and teachers use a greater range of strategies to support pupils' learning and make better use of learning resources. Results in national tests have shown a steady improvement and standards in reading, spelling and writing have gone up but there is scope for further improvement. Standards in geography and history have improved. The presentation of pupils' work is still untidy and remains an issue. Pupils' behaviour is much improved and pupils have a better attitude in lessons. The new headteacher supports teachers and ensures there are improved systems for dealing with the few pupils who find it difficult to manage their own behaviour. Pupils have made good progress in information and communication technology as a result of teachers' improved confidence in this aspect and standards now meet expectations in both key stages. Standards are rising in mathematics in Key Stage 2. Good progress has been made in meeting the needs of pupils with special educational needs. The use of assessment remains an issue for development. Given the current staff, the school has good potential for further improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	E	E	D	D
Writing	E	E*	E	E*
Mathematics	C	E	B	B

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

Pupils' attainment on entry is well below average. By the end of the Foundation Stage, the children's attainment meets expectations in most aspects of their learning and they make good progress. However, their communication, language and literacy skills are still below expectations, despite the good progress they make in this part of the school. The continued good progress of the pupils in Years 1 and 2 enables most pupils to reach the expected standards in all subjects by the end of Year 2, but overall, attainment in English is still below average, as it also is by the end of Year 4. Most Year 4 pupils reach the expected standard in other subjects. Many pupils find language activities difficult and in the 2001 national tests the pupils' attainment in writing against similar schools, those with similar percentages for free school meals, was in the lowest five per cent of schools in the country. This was partly accounted for by the fact that American children join the school in Year 1 or 2 without any previous formal education. However the same cohort of pupils did well in mathematics and the results were above the national average. Nevertheless the school's results are showing an all round upward trend in the proportion of pupils who are gaining the expected levels in national tests. The school met the Local Education Authority target in 2001 for English and mathematics. Current standards show the continuing improvement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and are interested in their lessons. Most pupils concentrate on their work.
Behaviour, in and out of classrooms	Most pupils' behaviour in class is good. Pupils move around the school sensibly. Outside most behave well but some pupils get into trouble and have to be carefully watched. Special arrangements have been made for a few so that the enjoyment of others is not affected.
Personal development and relationships	Relationships amongst the pupils and between the staff and pupils are good. Pupils' personal development is satisfactory.
Attendance	Improving but still below average. Some pupils are late for school.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

*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.*

Overall, the quality of teaching and learning is good. Lesson planning and presentation are generally effective and often imaginative and so pupils are interested and attentive. The teaching of English and mathematics is mostly good. Teachers plan to meet the differing needs of pupils in numeracy and literacy and the teaching of these aspects is generally good. There is room for meeting pupils' differing needs more effectively in other lessons. Teaching assistants work effectively with pupils including those who have special educational needs. The Nursery nurses are very effective. Teachers mostly use resources well in lessons to help pupils understand the concepts being introduced. As a result pupils understand their lessons and most try hard. Teachers have good subject knowledge and research the lesson content well. They have high expectations of behaviour and politeness. Relationships with pupils are often very good. Pupils cooperate well with each other in groups and learn from each other. Teachers are supportive of the pupils, show a very caring manner towards them and take a personal interest in each individual pupil. They manage pupils' behaviour well often with the good support of the teaching assistants. Very occasionally too much is attempted in a lesson and so the quality of learning is affected or teachers do not have enough knowledge of particular practical skills. In general, too much use is made of worksheets, particularly in Key Stage 2. Marking is a weakness. It is sometimes not up-to-date and does not demonstrate enough how pupils can improve. Tasks are usually explained well in lessons before pupils begin their activities and expectations are made clear.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Nursery and in Key Stage 1 and satisfactory in Key Stage 2. Extra-curricular provision is satisfactory given the pupils' ages.
Provision for pupils with special educational needs	Good provision is made. Pupils with special educational needs are well catered for and they receive good help from the teachers and the teaching assistants. The individual education plans are precise and pupils know what they need to do to improve and are encouraged to do so.
Provision for pupils with English as an additional language	Good provision is made for all pupils with English as an additional language, especially for the two who are at an early stage of learning English. They receive regular daily tuition and are learning to speak fluently.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' spiritual, moral, social and cultural development is good in all respects. It is satisfactory overall for their personal development.
How well the school cares for its pupils	Arrangements for child protection are very good. The school knows its pupils well and takes good care of them. Assessment arrangements are developing but the use of assessment for planning and improving work is unsatisfactory as marking is not as effective as it might be.

The school has a good relationship with its parents and communication is regular. Some parents help in school. The shared education partnership with parents is not strong because an insufficient number of parents help their children and take enough interest in what they are doing.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is leading the school well and is supported effectively by the temporary deputy head and other members of the senior management team. Leadership of the Nursery is very effective. The deputy headteacher leads by example through the quality of her own teaching in Key Stage 2.
How well the governors fulfil their responsibilities	The governing body is well led by the enthusiastic and committed chair of governors. The governing body organises itself well and fulfils its statutory responsibilities effectively.
The school's evaluation of its performance	Satisfactory. The school analyses results in national tests by gender and other criteria. It has begun to monitor and evaluate teaching but there is room for further development.
The strategic use of resources	The school uses its finances, learning resources and staff personnel effectively.

The school has good accommodation, a good number of staff and a satisfactory range of learning resources. It applies the principles of best value when making purchases or accepting tenders for specific contracts. The school's administrative officer, shortly to retire after 31 years in post, is most efficient and conscientious.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school and are making good progress;</li> <li>• The teaching is good;</li> <li>• Behaviour is good;</li> <li>• They are comfortable about approaching the school with any concerns and are well informed about their children's progress;</li> <li>• The school works closely with parents;</li> <li>• The children are expected to work hard and do their best;</li> <li>• The school is well led and managed;</li> <li>• The school is helping their children to become mature and responsible.</li> </ul>	<p>A significant minority of the small number of parents who responded to the questionnaire stated that:</p> <ul style="list-style-type: none"> <li>• The school does not provide an interesting range of activities outside lessons;</li> <li>• Their children do not get the right amount of homework.</li> </ul>

The inspection team agrees with the positive views expressed by parents. There is a satisfactory range of extra-curricular activities given the pupils' ages. Homework arrangements are appropriate given the age of the pupils but not enough parents hear their children read regularly at home.

## **PART B: COMMENTARY**

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

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

1 Attainment on entry is well below average. Currently children in the Foundation Stage are making good progress in all aspects of their work but their communication, language and literacy skills, though much improved by the start of Year 1, remain below average overall by the end of the Foundation Stage. This is because of their poor skills and vocabulary knowledge on entry. They reach the national expectation for the end of the Foundation Stage in their mathematical, creative, physical, personal and social development and in their knowledge and understanding of the world. Good provision is made for the pupils in the Foundation Stage and the children receive a particularly good start in the Nursery.

2 Over the past three years, both girls and boys have mostly been trailing behind the average in nationally tested subjects, although results in mathematics have occasionally been above. The overall performance in mathematics was average in 1999 and above average in 2001. Over the past three years, the school's boys have performed less well than the school's girls by more than national difference in reading and writing. In mathematics they have performed slightly better than the girls. Results in science in 2001 were well below average for the percentage reaching the expected level or above but well above average for the higher level. They were also well above the national average for the percentage obtaining the higher level in mathematics.

3 Whilst many seven and nine year old pupils will attain the expected levels for their ages in English and a small number will exceed them, attainment in the subject overall is below average at the end of Years 2 and 4. Girls perform significantly better than boys in both key stages. Despite the below average attainment, pupils make good progress in Key Stage 1 and sound progress by the end of Year 4. Test results at age seven over recent times show a significant upward trend. The number of pupils with complex special needs, as well as the movement of pupils in and out of the school, adversely affect standards.

4 Pupils' attainment in listening in both key stages is satisfactory but it falls below expectations in speaking. Whilst some can express themselves clearly and confidently, many pupils have restricted vocabularies, have pronunciation difficulties and use incorrect grammar when speaking. The most able readers read aloud with good expression taking account of punctuation and features of print. By the end of Year 4, many pupils read a variety of texts fluently and with understanding and enjoy reading. However, by the end of both Years 2 and 4, a significant number of pupils have not yet developed reading fluency. Whilst many reach the expected level, overall reading standards are below average by the ages of seven and nine. Present standards in writing are below average overall by the ages of seven and nine, although pupils make good progress in Key Stage 1 and sound progress by the end of Year 4. However, in their free writing many pupils form their letters carelessly, letter size is inconsistent and work is poorly presented with the result that standards of handwriting and presentation are below expected standards.

5 The provision made to meet the needs of pupils with special educational needs is good and they make good progress in the Foundation Stage and Key Stage 1 and sound progress in Years 3 and 4 as a result. Pupils with English as an additional language make good progress as a result of the regular provision offered for them. Teaching linked to individual needs, the setting of precise targets, and well matched learning materials contribute to the overall good progress of pupils with English as an additional language and special educational needs. Additionally the work of the classroom assistants makes a significant contribution to the progress they make.

6 In mathematics pupils make good progress in Key Stage 1 and sound progress in Key Stage 2. Year 2 pupils appreciate there is a relationship between addition and subtraction, can state the properties of common two-dimensional shapes. Year 4 pupils operate effectively with the four rules of number and are acquiring a suitable understanding of mathematical language. In science the attainment of most pupils by the end of Years 2 and 4 meets expectations for their ages, although few pupils are working at a level above that expected for

their age and a small proportion of the pupils do not reach the expected level. Good progress is made in Key Stage 1 and sound progress in Key Stage 2 with no noticeable difference between the performance of boys and girls or of different ethnic groups. Pupils experience a good range of scientific activity. Seven-year-olds have a good understanding of the components necessary to make a simple circuit. They are beginning to appreciate the importance of fair testing as they run cars down a ramp to find which is the fastest. They predict the results of their experiments with a suitable degree of reasoning. Year 4 pupils further their understanding of fair testing by investigating whether people with the longest legs jump furthest and they make predictions about the result. They build on their knowledge of electric circuitry by appreciating that some materials are effective as insulators. They undertake filtering techniques to separate mixtures. Whilst pupils take a good interest in their studies, they do not take enough pride in their work and it is often not presented well enough.

7 In the foundation subjects pupils make appropriate progress for their prior attainment in both key stages and reach the expectations for their age in all subjects. They meet the requirements for the locally agreed syllabus for religious education. These standards represent an improvement on the previous inspection in information and communication technology, mathematics, history and geography. Results in national tests are improving in reading and writing also.

8 Good use is made of information and communication technology across the curriculum, particularly for literacy purposes. There is a little use made of mathematics across the curriculum, for example in science when counting drops of water placed on different materials for waterproof tests and when timing to obtain fair results. Pupils use their English appropriately when writing in history, although there is some over use of work sheets across the curriculum which restricts pupils' opportunities to have a go with their writing and to gain in confidence.

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

9 The school has improved upon the satisfactory standards in pupils' attitudes and behaviour that were evident at the last inspection and the overall standard is now good.

10 Attendance continues to be a little below the national average but it has risen considerably since the last reporting year. Likewise the unauthorised absence figure has fallen dramatically. These improvements are due to the very good procedures now in place to promote and monitor pupil attendance. Most pupils, including the Foundation Stage children, are eager to attend school, arrive punctually and start the day in a purposeful manner. However, a small but significant minority of pupils is either slightly late or very late. Those pupils who are very late, sometimes not arriving until much later in the morning, have often attended non-urgent medical consultation appointments. Other pupils are taken out during the school day for these appointments. These arrangements clearly disrupt lessons for all pupils and indirectly influence individual pupils' attitudes towards learning. Most pupils take an active part in the good range of activities provided by the school. Overall, the presentation of work in pupils' books continues to be unsatisfactory, although some pupils are justifiably proud of their work and it is clear that care has been taken.

11 The behaviour of almost all pupils is now good. This is due to all staff implementing and re-enforcing successfully and consistently the whole-school behaviour policy, classroom rules and the rewards and consequences systems. Pupils are reminded of these rules at appropriate times through class discussions and assembly and class rules are displayed in each classroom. A number of pupils exhibit challenging behaviour and at the time of the inspection three pupils were temporarily excluded as a result of their persistently disruptive and potentially harmful behaviour. Five pupils were excluded last year for fixed periods. There is very little bullying or oppressive behaviour but when it occurs there is a swift, appropriate and effective response.

12 The introduction of a lunchtime club for pupils who may benefit from a more structured lunch break environment has proved to be very successful. Other pupils are invited to the club, which provides a range of activities both indoors and outdoors, in order that emotionally disturbed pupils may benefit from positive peer models and in turn all pupils benefit from the activities offered. The overall quality of pupil behaviour during the lunch period has improved as a result of these arrangements.

13 Most pupils, including the youngest in the Nursery, are courteous, trustworthy and demonstrate respect both for their own and the school's property. The vast majority of pupils are polite, caring and friendly towards one another, staff and other adults. Pupils know the difference between right and wrong, mostly show respect for each other and within the limits of their maturity, they are willing to listen to each other's points of view.

14 Pupils have some opportunities for progressive roles of responsibility as they move through the school and there is a satisfactory response to these opportunities. The youngest children perform simple tasks such as the putting away of play equipment, whilst older pupils undertake tasks of greater responsibility, such as the undertaking of various jobs within the classroom. Opportunities to demonstrate more general initiative are limited but a school council is planned.

15 Pupils are caring towards each other. In lessons most work together well, sharing equipment when required. They relate well to one another and are most are sensitive to each other's feelings. Mutual respect between pupils and staff is clearly evident. Pupils respond well to the opportunities provided for growth in personal development and independence.

16 Pupils with special educational needs are fully integrated into lessons and, sometimes with support, play a full part in the school's range of activities. All pupils readily accept and fully interact with pupils who have special educational needs.

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

17 Overall, the quality of teaching is good and it has improved since the previous inspection. It is good in the Foundation Stage and Key Stage 1 and sound in Key Stage 2 with some good features. The presentation of lessons is generally good. Of the 80 lessons observed during the inspection, five per cent were excellent, 28 per cent very good and 39 per cent were good. Only two lessons were unsatisfactory. All others were of a satisfactory quality. There is no significant difference in quality between the teaching of different subjects. The teaching of literacy and numeracy is good.

18 The planning of lessons is generally good. Teachers plan to meet the differing needs of pupils, particularly in numeracy and literacy, although this matching to individual need is not yet as strong in other lessons. Often thoughtful extension work is planned for pupils with a higher ability. The individual education plans for pupils with special educational needs are often shared with the pupils so that they are aware of their targets for each week. Some teachers plan their lessons together and so are well acquainted with what each is doing but on occasion a greater sharing of the plans across year groups, particularly in Key Stage 2, would ensure that there is a consistency in approach. Arrangements are suitably effective for the small number of pupils with English as an additional language. The daily sessions are helping the pupils to make good progress in Key Stage 1. The small number of pupils from minority ethnic groups are integrated effectively into lessons and they make appropriate progress. There is a good awareness of the American population so that different words for the same meaning are often given side by side, such as 'ladybug' and 'ladybird', with the result that all feel valued.

19 Teachers mostly use resources well in lessons to help pupils understand the concepts being introduced, although occasionally a video clip or a model would make for better understanding. For example, although Reception pupils were shown pictures from a book when studying the life cycle of ladybirds, the explanation would have benefited from other visual support to clarify their understanding of the pupa stage. Good references were used in a Year 4 lesson about skeletal types when a model of an insect's leg, made from cardboard tubes, was introduced to show its segments and how it moved. Indeed the children also made their own model from the example provided which strengthened their understanding. The dead tarantulas introduced later in this well structured lesson also helped their understanding of skeletal features. The good range of materials provided in a Year 1 lesson for Teddy's umbrella challenged pupils' powers of thinking and their strategy for investigation. Equipment and objects are used well in mathematics to assist with pupils'

appreciation of number relationships. Good use is made of the information and communication technology suite for literacy activities, such as writing haiku and making speech bubbles to represent their pictorial stories. Hindu religious artefacts were set up well in a religious education lesson and the ritual of the bells and the sprinkling of holy water brought a strong sense of spirituality to the significance of the objects. In a Reception class the use of shawl, doll and baptismal certificates and large photographs helped pupils appreciate the concept of Christian baptism.

20 Teachers have good subject knowledge and research the content of lessons well. This is demonstrated in many lessons and enables the teachers to deal with questions which arise. In Year 2 the teacher's subject knowledge about Picasso considerably enhanced the pupils' ability to respond to difficult subject matter and, as a result, the pupils' end products were particularly good.

21 Teachers are often imaginative in the opportunities they provide for pupils. In the Nursery a good range of activities with real educational value and a supportive and enjoyable atmosphere are helping the children to make good progress with their learning. The staff use a wide range of good quality resources. During the inspection the children went on a bear hunt through the Nursery grounds, using positional language such as 'under' and 'over' as well as stopping for stories and a picnic on the way. The children eventually found the bear in a tree! Indoors a table-top activity, with appropriate sized chairs, bears, porridge utensils and Goldilocks helped a small group of children to re-enact the story of 'Goldilocks and the Three Bears' with the objects provided. The children were encouraged to use their voices in another traditional tale to describe the giant coming down the beanstalk. In Year 2 the teacher put on different hats and accents to take the pupils back to what domestic life was like at the time of the coronation, speaking through the eyes of a mother, grandmother and a child. She fascinated the pupils with her teaching act. In role as a child of the fifties she asked the pupils what they had got that she didn't have and they responded seriously with suggestions such as e-mails, CDs and the teacher, with good humour, responded that it sounded like the alphabet which she had learned. In a Nursery lesson the Nursery nurse showed a very good sense of humour when putting shapes into the feely bag for the children to describe 'I hope there's not a crocodile in here.' The teaching of the Nursery leader and the Nursery nurses is particularly strong.

22 Teachers have high expectations of behaviour and politeness. Relationships with pupils are often very good. Teachers are supportive of the pupils and show a very caring manner towards them and a personal interest in each individual pupil. They boost the pupils' self-esteem. Pupils are praised for trying and this is particularly encouraging in a Year 1 class as the teacher says 'Not quite right but well done for trying' so pupils are confident to contribute answers knowing that their contributions are valued. Phrases such as 'I will be looking for thinking thumbs' the class method for answering questions, and 'I can see lots of people thinking hard to work this out' encourage pupils to participate. Teachers manage pupils' behaviour well, often with the good support of the teaching assistants. They have accepted strategies for receiving answers and try hard and persist with those who forget and call out. Class routines are generally orderly and make for a calm atmosphere in classrooms. Occasional remarks at the start of lessons such as 'We're now in literacy mode, we're listening, looking and learning' set the tone for learning and focus pupils' attention. In many lessons there is a good balance of instruction and activity which retains pupils' interest and level of concentration. However, in some lessons pupils are seated for too long on the carpet, they begin to get restless and are insufficiently engaged in activity.

23 Where lessons were unsatisfactory, too much was attempted or insufficient learning took place. In a Key Stage 2 information and communication technology lesson, the use of a computer linked microscope with one group was combined with work on data handling with another group and the scope was over-ambitious. The teacher could not cope with the different demands placed on her and ran into difficulty because too many pupils got stuck and wanted her help at the same time. Many pupils sat for long periods waiting for help with the next procedure for the program. In a Key Stage 2 physical education lesson, pupils were not taught how to improve their skills and the tasks were undemanding which resulted in poor behaviour. Lack of subject knowledge was a contributory factor to the unsatisfactory progress made in the lesson. Occasionally pupils in literacy lessons cannot see the text because of its size or the way they are seated and they are unable to join in with the shared reading.

24 A significant weakness in teaching, particularly in Key Stage 2, is the very heavy use made of worksheets, particularly in science, history and geography. These sheets are often of a poor quality. Their use often prevents pupils from writing in their own words and also restricts the amount of writing which pupils can do. Literacy is not used as well as it might be across the school as a result of the overuse of the worksheets. One such worksheet on habitats asked the pupils to record whether the habitats were 'big' or 'small' and there were small pictures with the words 'stone' and 'field' (depicted by eight sunflowers) underneath. The worksheet presumably assumed that both are always of a fixed size. The phrases used on some of the sheets such as 'loads of organisms' did not encourage good use of English. There is a little use of numeracy across the curriculum and where used, accuracy is often thwarted by being confined to small spaces on worksheets, graphical representations are made difficult and often inaccurate as a result. In the classes containing the younger pupils good use is made of number rhymes and songs to assist pupils in early number work.

25 Some good use of information and communication technology was observed in literacy to write haiku and for other literacy work and on occasions it is used well for pupils with special educational needs for writing and reading purposes. Occasionally it is used well in numeracy but there is still room for further development in its use across the curriculum as a natural tool in classrooms.

26 Marking of pupils' work is a significant weakness in some classes. Pupils' work is not always marked up-to-date, and in some books, hardly ever at all, so there are recurring mistakes in pupils' work such as 'batry' in science notebooks. Marking is rarely sufficiently developmental. Teachers make satisfactory use of homework.

27 Teachers use the teaching assistants effectively and they make a good contribution to pupils' learning. They work hard and are effective with small groups or a particular skill, as when pupils are learning new computer techniques. Teaching assistants work well on the Early Literacy Strategy and show good skills in following the programme and establish good relationships with the pupils. Blanking out words and getting the pupils to predict what they might be assists the pupils' reading skills. They make good connections between reading and spelling with good use of individual white boards to try words out. In class lessons they often demonstrate a very unobtrusive and calming influence on those pupils with the potential to cause disruptive behaviour. On occasion, however, teaching assistants are not brought into the planning stage early enough and may arrive at school not knowing what they have to do and, therefore, they cannot prepare themselves adequately enough.

28 Teachers encourage group discussion in some lessons, which is helping pupils improve their confidence in speaking, as when they were contemplating the similarities and differences between their own area and a village in India. They also provide good opportunities for pupils to learn and work as teams as in Year 1 when pupils had to decide which materials would make the best umbrella for Teddy and as they took turns to use the pipettes to drop water onto the samples.

29 Teachers generally teach practical skills well. In a Year 4 design and technology lesson pupils were taught effectively how to saw with care and accuracy and refinement techniques, such as the use of sandpaper to smooth off the wood. In a Year 2 art and design lesson on Picasso, pupils were brought to a thorough appreciation of the techniques before producing their own good quality work. In information and communication technology, teachers use the demonstration projector and screen well to ensure pupils know how to progress through a program and this helps their understanding and speed of working, although in many lessons a reference guide would assist those who forget the procedures.

30 Tasks are usually explained well before pupils begin their activities and expectations made clear. Teachers ensure that pupils understand words such as 'avowed' which they might be meeting for the first time or which might be outside their experience. They make good use of subject terminology, for example, prediction in science. They often share the objective of the lessons with the pupils so that they are clear about the learning intention.

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

31 The quality and range of the curriculum have improved since the last inspection. They are good for the children in the Foundation Stage and provision is based on national guidelines called Early Learning Goals with an appropriate emphasis upon personal, social and emotional development, literacy and numeracy. Nursery and Reception class activities are well planned and these provide appropriate support for children's learning in all areas of the Foundation Stage.

32 The curriculum for pupils at Key Stages 1 and 2 is broad and balanced and meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. The National Literacy Strategy is incorporated well into curriculum planning and is reflected in the structure of literacy lessons. It is increasing pupils' confidence and interest in reading and writing. Pupils' reading skills are developed appropriately in other subjects throughout the school, for example reading for information. Whilst writing is encouraged across the curriculum in some aspects of work, such as in history, the use of worksheets too often limits opportunities for pupils to write more extensively. The National Numeracy Strategy has been successfully implemented and has increased pupils' competence in numeracy. Pupils are systematically taught the basic skills well overall. There is a little use of mathematics in other subjects throughout the school as, for example, work on pattern and shape in art and pupils' understanding and interpretation of data in geography. There is an appropriate emphasis on literacy and numeracy as part of the school's initiative to raise standards, although a greater emphasis is required for pupils to develop better speaking skills. Information and communication technology skills are used satisfactorily across the curriculum. The curriculum is planned effectively to provide pupils with an appropriate range of interesting and relevant opportunities. At Key Stage 2 the school week is slightly below the minimum recommended time.

33 The provision for pupils with special educational needs is good overall. The teaching assistants are effective with small groups of pupils and teachers' general classroom work takes good account of those who have special educational needs and work is well matched to their capabilities. Equally the provision for the very few pupils with English as an additional language is good and they receive regular support to acquire English.

34 The school is in the early stages of developing provision for personal, social and health education. A draft policy has recently been developed and this is to be discussed with other local schools as part of curriculum continuity and progression. Sex education, drugs awareness and health education are currently addressed through the science curriculum or as opportunities arise. There are suitable policies for both sex and drugs education. Assemblies, golden time and circle time activities are effectively used to encourage pupils to think about issues such as caring for, and sharing with others, accepting and taking responsibility for their actions and respecting the values and beliefs of others.

35 The curriculum is socially inclusive and provides equality of access and opportunity for all pupils to learn and make progress. Good provision is made for pupils with special educational needs. They are well supported by classroom assistants and make good progress as a result. They have equal access to all aspects of the curriculum and the arrangements made for them support and maintain their interest in their work.

36 There is a satisfactory range of out-of-school activities given the pupils' ages and these both enrich the curriculum and support pupils' social development. Games activities make a positive contribution to the development of team spirit, as well as standards in physical education. The lunchtime club nurture group provides activities for some pupils identified by the school as needing additional support and other pupils can choose to attend. The school provides lunchtime extended provision in the Nursery for which parents pay. The school makes good use of a range of visitors, including artists and performers. Pupils make visits to museums locally and further afield and to other places of interest, such as the Planetarium and an African replica village. These activities broaden the pupils' experience and promote their personal development.

37 The school has developed effective links with the community and other schools and there are good links with the middle school to which most pupils transfer. The Nursery holds a regular coffee morning for parents and local community members and these groups are also invited to attend school concerts. Local representatives of other agencies or community provision such as the police, a guide dog for the blind handler and a swimming instructor have visited the school to talk to pupils during assemblies. The school has good links with a local football club as well as that of Ipswich Town. Both provide football coaching for pupils. There are good links with local primary and secondary schools and regular liaison meetings support curriculum continuity. The school participates in a number of local events involving other schools, including music festivals and sporting events. The school has also developed good links with a County Beacon school and these are supporting curriculum development.

38 Provision for pupils' spiritual, social and cultural development is good. Pupils' spiritual development is good. The daily act of collective worship, which complies with statutory requirements, provides positive opportunities for spiritual development through the well-planned programme of themes and opportunities for personal reflection and prayer. Teachers make good use of contemporary and Bible stories, art, song and music and these activities provide opportunities for pupils to think about their own lives, as well as the lives of others, and to reflect on their attitudes and feelings. As part of the assembly programme the school also celebrates a range of religious festivals and topical events. Classroom activities, such as listening to poetry, looking carefully at the work of artists, using microscopes to look at plants, as well as work in religious education, contribute to pupils' sense of wonder in the world around them.

39 Provision for pupils' moral development is good. The school's behaviour policy places a strong emphasis on positive rewards and praise and this, together with individual classroom codes of conduct, which pupils draw up with their teachers, makes a significant contribution to promoting pupils' moral development. Pupils have a good understanding of these rules and appreciate their significance. Teachers show pupils the difference between right and wrong and place a high value on truth and honesty and, as a result, pupils' understanding of right and wrong is good. This is well reinforced by staff who provide positive role-models by demonstrating respect and care for others and commitment to their work. As a result, the school is a calm and orderly community in which most pupils behave well and care appropriately for each other. There is a positive work ethic and the majority of pupils' work well, even when not directly supervised. Stories and themes covering moral issues are regularly used in collective worship and literacy lessons.

40 Provision for the social development of pupils is good. Teachers and support staff set a good example to the pupils through their work as a mutually supportive team. In all classes pupils are provided with some opportunities to take responsibility that they accept willingly, although this aspect is less well developed. They work well together in collaborative tasks when required. They play well together on the playground at break times. The planned work on personal, social and emotional development that all pupils experience is making a good contribution to their development of self-esteem, confidence and social maturity. The school participates in both local and national events that encourage the pupils to think about their place in the community, as well as the wider world. For example, pupils participated in fund-raising to support a cycling event across Turkey.

41 Pupils' cultural development is good. They make visits to places of interest including museums, historical sites and other places of interest and there are visits to the school by a range of visitors, including artists and performers. These arrangements make a good contribution to pupils' awareness of both their own and other cultures. This awareness is promoted further by activities in art, history, geography, the study of world faiths and religions in religious education and opportunities to learn about non-western festivals that help prepare them for life in a multicultural society. The school values the additional cultural dimension brought by the American pupils and their families.

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

42 The school continues to provide a very caring learning environment for all its pupils, as previously reported. A very high standard of general pupil care is clearly evident and provided by caring class teachers with very good support from teaching assistants, midday and administrative staff. There are very good

arrangements in place and all staff are regularly advised of the procedures to follow in the event of any child-protection concerns. The designated person with responsibility for child protection has received appropriate training and there are very good support and liaison arrangements with welfare, education and health services. These arrangements enable all pupils to be appropriately supported. Staff are made aware of any changes in pupils' needs using good administrative and information systems. Two members of staff are fully trained in first-aid, one of whom is in the nursery, and there are maintenance systems in place for the replenishment of first-aid and medical resources.

43 There are very good systems and procedures in place for the regular monitoring and maintenance of general health and safety requirements. The arrangements for ensuring overall pupil care and safety and minimising potential risks in the school accommodation are very sound. All equipment, including fire-fighting, physical education and portable electrical appliances, is routinely tested and very well maintained. Safe storage areas are provided for hazardous equipment, cleaning fluids and pupils' medication. Pupils are instructed in the safe use of equipment.

44 The school's approach to promoting positive behaviour has improved since the last inspection and is effective and consistent and, as a result, there is a good overall standard of behaviour. Likewise, the procedures for eliminating oppressive behaviour are very sound. There are some pupils with challenging behaviour, mostly in Key Stage 2. Where teaching is less than good or ineffective pupil management strategies are employed, pupils are sometimes restless and enthusiasm for learning is not so evident. The provision of a lunchtime club enables pupils to benefit from structured play activities and provides individual attention when appropriate. Monitoring of positive and unacceptable behaviour is undertaken by all staff, including midday supervisors, and whole-school systems enable rewards or sanctions to be applied appropriately. The headteacher undertakes very sound overall monitoring of the effectiveness of the school's strategies.

45 The rigorous procedures introduced to monitor and promote attendance are proving to be very effective, resulting in a dramatic reduction in unauthorised absence. Attendance continues to be slightly below the national average but as a result of the new procedures it has risen considerably since the last reporting year. However, the procedures for promoting punctuality and the discouragement of the regular withdrawal of pupils during lessons for routine medical consultations are unsatisfactory.

46 Procedures for monitoring, recording and supporting pupils' personal development are satisfactory. In the Foundation Stage procedures are good and provide a detailed record but elsewhere there is no whole-school systematic approach or procedure for monitoring all pupils' personal and social development and consequently continuity and progression are not easily identified using the current informal and variable procedures. Overall, the procedures for assessing pupils' attainment and progress are satisfactory. They are good in the Foundation Stage where procedures are efficient, thorough and appropriate for the age of the pupils. The stepping stones criteria from the Early Learning Goals are highlighted to record the progress and particular needs for the next stage of each child's development.

47 The use of assessment to guide curriculum planning in Key Stages 1 and 2 is unsatisfactory, although a good start has been made to the collection and recording of pupil's academic abilities from the time they enter the Nursery. It is now possible to track the progress of individual pupils and predict their likely progression through the Early Learning Goals in Nursery, through the national tests at Key Stage 1 and the expected attainment at the end of Key Stage 2. This is satisfactory improvement since the last inspection.

48 The assessment leader is making good progress in the use of computer generated results to advise teachers on the planning and target-setting required to take each child further in their academic development, notably in reading. These procedures are currently having a satisfactory impact upon the transfer of information from one year group to another.

49 The assessment procedures for reading, writing, speaking and listening undertaken by teachers in Key Stage 1 and in Years 3 and 4 are satisfactory. Teachers are more familiar with the leveling of work and good progress has been made since the last inspection in assessing writing to guide curriculum planning. Assessment procedures for mathematics are good in Key Stages 1 and 2. Teachers are setting numeracy and

literacy targets for each pupil that gives them a focus for their learning. The teachers know the pupils well and work harmoniously with the learning support assistants to provide work that is appropriate for the differing abilities in numeracy and literacy and especially those with special needs. The assessment leader and the class teachers set targets for all pupils noting gender, intervention, high- and low-achieving pupils and mobility. Throughout the school, there is good improvement in the monitoring and management of pupil's behaviour leading to improved results.

50 The assessment procedures for monitoring the attainment and progress of pupils with special educational needs and English as an additional language are good throughout the school. The individual education plans are of good quality. However the quality and consistency of marking are unsatisfactory in both key stages. Marking does not provide sufficient, constructive advice to pupils upon the improvement of their work. The frequency of marking is inconsistent across the school and is an area to be addressed.

51 Assessment files are kept satisfactorily by all teachers on the core subjects but there is no tracking of the progress made by pupils in the foundation subjects. Consequently information to guide whole-school curriculum development and planning is not available. This is recognised by the assessment co-ordinator who is training staff to use the computer program which will increase the range of statistical data.

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

52 Parents have positive views of the school and feel that the school is well led and managed, that teaching is good and that children are expected to work hard and as a result make good progress and achieve their potential. Almost all parents feel that the behaviour of most children in school is good and that children enjoy attending school. The vast majority of parents are happy with the amounts of homework that pupils receive and most parents feel well informed about their children's progress. A significant minority of parents feels that the school does not provide an interesting range of activities outside of lessons. However most parents feel that the school works closely with them and that the staff are warm, caring and receptive to suggestions and any complaints.

53 The inspection finds that the school has sound overall links with parents with some good aspects, similar to the last report. There are regular and informative letters and newsletters, which include whole-school and class events, are written in a friendly, accessible style. The provision of several information sessions on a range of topics, such as Key Stage 1 National Curriculum tests, throughout the year provides sound opportunities for parents to be fully informed. The provision of information on topics to be studied each term enables parents to be fully informed in order to be able to support their children's learning appropriately and in partnership with the school.

54 Nursery coffee mornings continue to provide a very effective means of liaison and information sharing within an informal setting, in addition to the much valued home visits by Nursery staff prior to children beginning their Nursery education. The Nursery leaflet, the school prospectus and the Annual Report from the Governing Body are informative and useful and now fully comply with legal requirements.

55 Individual pupil reports are detailed and contain targets for pupils to work towards. Pupils provide their own evaluation or comment on their progress or a drawing in the case of very young pupils. It might be helpful for parents and pupils if targets were specifically identified rather than being included within the text, as is frequently the current practice. Opportunities are provided for parents to discuss the reports and there are termly consultation or open evenings, when parents are able to discuss their children's progress. In addition parents are welcome to discuss any concerns that they may have, on an informal access basis. During the week of the inspection several parents were seen to approach the headteacher and class teachers on an informal basis either at the beginning or end of the school day.

56 Parents continue to provide a satisfactory level of support for the school. A number of parents and volunteers help regularly in the school and at school events, such as the 'Autumn Fair', although it has not

been possible to encourage any parents to form a structured parent-teacher association. In addition, despite the school's best efforts, there remain some parent governor vacancies.

57 The quality of support that parents provide for homework continues to be satisfactory overall. Support for homework activities is variable in that some parents hear their children read regularly and provide assistance with research work for topics, whilst other parents continue to find regular support of their children's learning more difficult.

58 The school has worked hard to reduce the previously high levels of unauthorised pupil absence and to increase the level of pupil attendance and parents have responded very well to these initiatives. However, the parental response to initiatives to increase punctuality and the removal of pupils from school for non-urgent medical consultations, has proved to be less forthcoming overall.

59 Parents are invited to be fully involved when pupils are identified as having special educational needs and they have regular opportunities to discuss progress, both formally and informally. They are involved fully in reviews of statements of special educational need as well as in reviews of pupils' individual education plans.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

60 The leadership and management of the school are good. The headteacher provides effective leadership and with the support of the deputy headteacher gives a clear direction for the development and improvement of the school. This was noted at the last inspection and has been well maintained. The improvement in the quality of education since the last inspection owes much to her leadership. The consultative style of leadership and management has given the whole staff a feeling of being part of the decision-making process and consequently the whole staff now feels more part of the school. The aims of the school, which focus on the individual educational, social and personal development of the pupils, and the provision of an attractive and stimulating learning environment are being promoted effectively. All members of staff are committed to raising standards, with equality of opportunity for all. The school and staff are clear about what they need to improve and there is a strong sense of teamwork and determination to move forward and succeed. The school is now in a good position to make further strides forward and has a good capacity to succeed.

61 The headteacher ensures that staff and governors understand the school's priorities for development and the need to work successfully as a team. By monitoring lessons and other aspects of school life, the headteacher has a very good understanding of the strengths of the staff and aspects where they might develop. As a direct result of this work, and the provision of good training, the standards of teaching have improved since the previous inspection.

62 The staff have clear areas of responsibility and all subjects have co-ordinators, although not all are as effective in their roles as they might be and there is no overall co-ordinator for the Foundation Stage to ensure continuity in approach. Not all co-ordinators have as yet had time to monitor the teaching in their subjects to ensure staff are following agreed systems. All subject leaders are budget holders and contribute to the priorities outlined in the school action plan. This document is well focused on the very appropriate aims.

63 The special needs co-ordinator is effective in her role and works closely with teachers and the learning support assistants enabling them to work well with pupils. Liaison with outside agencies is good.

64 The governing body is keen and committed, fulfils all its legal duties and is effective in its work. It is particularly well led by the very active and committed chair of governors. Governors are kept informed, some directly through visits to the school to observe lessons. They are playing an increasingly active role in shaping the direction of the school's work. Governors are aware of the strengths and weaknesses of the school and how the school needs to improve.

65 The school has maintained the highly effective and efficient working practices in the planning, managing and monitoring of finance and of general administration procedures; this is largely due to the very

effective, experienced and long serving school administrative officer who is to retire shortly. The procedures for budget setting are well linked to development planning which reflects well the educational needs of the pupils. The school uses new technology effectively in its administration. The proposed and planned training for the staff to use an assessment program will enhance the use of new technology as well as greatly improve the already good tracking of pupils' progress.

66 All monetary grants are used for their intended purpose and the previous carry forward figure of seven per cent was being held over to offset the new information and communication technology suite and the estimated carry forward for the current year is below five per cent.

67 The procedures for performance management, which are closely linked with the headteacher's teaching and curriculum monitoring, as well as the school development plan, are implemented well. The lesson observation schedule and written feedback offer teachers good guidance. There is a good balance of teaching experience amongst the staff and all teachers are appropriately qualified and knowledgeable to teach the National Curriculum, the Foundation Stage and special educational needs pupils. The Nursery is well staffed with two full-time teachers and two Nursery nurses. The four Reception classes all have a full-time teacher and share the support of two full-time and two part-time teaching assistants.

68 A draft but detailed policy has been written for the induction of newly qualified teachers and the school provides good support, through a planned and mutually agreed programme, for these teachers. Supply teachers working in the school receive an information kit that provides them with the necessary information they need to work effectively and are also supported by key stage leaders. Subject coordinators are generally well matched to the specific responsibilities they hold in school. The procedures for in-service training are managed effectively and all staff, including teaching assistants, are well supported in undertaking training that meets both school and individual development needs. Appropriate systems are in place for staff to support each other, as for example the shared year group planning, and all staff have a file that informs them about school policies and procedures. The school is well staffed. Ancillary staff, such as kitchen staff and mid-day assistants, fulfil their roles to good effect. The headteacher meets with teaching assistants and mid-day assistants at least termly. Mid-day assistants can also initiate additional meetings with the headteacher to discuss emerging issues. These meetings make a good contribution to the overall effectiveness of these staff members. The clerical assistant is appropriately qualified and trained to fulfil her role in school and makes appropriate use of information and communication technology for maintaining financial control and pupils' records. The school office is efficient and provides a warm and welcoming first contact for parents and other visitors to the school.

69 The school provides very good accommodation with attractive displays of the pupils' work. It has a good sized hall and a carpeted gym. The information and technology room offers good facilities. The school has a projector for instructing on program procedures and computer-linked microscopes that are well used by staff and pupils. The library has an adequate number of books that are used by pupils of all ages. The well maintained grounds are spacious providing good play and sports opportunities for all aged pupils. The Nursery provides good provision for the pupils under five. The creatively designed outdoor play area includes a garden, and two play houses. Good opportunities to develop gross and fine motor skills are provided both in and out of the classrooms. The Reception playground does not provide such a range and quantity of equipment. This hinders the good physical and social progress made earlier by children in the Nursery.

70 The adequacy of learning resources is mostly satisfactory for the school's curriculum and range of pupils and good in information and communication technology, physical education and in the Nursery. The teaching staff makes good use of the resources to support learning across the curriculum. This is an improvement since the last inspection. Value for money given the progress the pupils are making, the well above average income per pupil, pupils' attitudes and personal development and the quality of education provided, including the improvements being made, is sound .

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

71 The school is making progress. National test results show continuing improvements. The overall quality of teaching is good and pupils are making greater strides in their learning and showing more positive attitudes to their work. In seeking to improve standards further, the governing body, headteacher and staff should consider the following.

- **Improve pupils' levels of attainment further in all aspects of English and particularly in writing by:**

- a) giving pupils more opportunities to write in their own words and to organise their own thinking and reduce the heavy reliance on worksheets in some subjects;
- b) giving pupils better access to the spoken word through reading good literature to them more frequently and making better use of listening stations across the school;
- c) providing more opportunities for pupils, particularly those who have restricted language skills, to use and develop their spoken language.

(Paras 3, 4, 24, 32, 85, 86, 87, 88, 89 )

- **Ensure pupils take a greater pride in their work and in their standards of presentation by:**

- a) Ensuring the whole school approach to presentation is effected;
- b) being more demanding of pupils' presentational standards;
- c) ensuring work is regularly dated.

(Paras 4, 6, 10, 89, 108, 109, 110, 127, 133, 164 )

- **Improve the quality of marking and use of assessment by:**

- a) ensuring all teachers keep their marking up to date;
- b) ensuring the marking policy is followed;
- c) ensuring teachers take a greater interest in what pupils have written and showing the pupils how they might improve;
- d) making better use of record keeping in planning pupils' future work.

(Paras 26, 47, 50, 51, 94, 102, 103, 109, 110, 115, 135, 148, 164, 165 )

- **Consider appointing a leader of the Foundation Stage to blend the practice in the Nursery and the Reception class into a unified whole.**

(Para 62 )

- **Take steps to educate the parents more effectively about their shared responsibility for their children's education and for ensuring their children attend school regularly.**

(Paras 57, 58, 80, 88 )

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	22	31	21	2	0	0
Percentage	5	28	39	26	2	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	44	293
Number of full-time pupils known to be eligible for free school meals	0	51

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school Year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	50

### Attendance

#### Authorised absence

	%
School data	7.1
National comparative data	5.6

#### Unauthorised absence

	%
School data	1.3
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 (Year 2)***

Number of registered pupils in final Year of Key Stage 1 for the latest reporting Year	Year	Boys	Girls	Total
	01 [00]	35	35	70

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	24	21	30
	Girls	31	26	34
	Total	55	47	64
Percentage of pupils at NC level 2 or above	School	79 [58]	67 [56]	91 [80]
	National	84 [83]	86 [84]	91 [90]

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	25	27	27
	Girls	32	33	29
	Total	57	60	56
Percentage of pupils at NC level 2 or above	School	81 [59]	86 [75]	80 [69]
	National	85 [84]	89 [88]	89 [88]

*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	5
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	207
Any other minority ethnic group	0

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

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

#### **Qualified teachers and classes: YR – Year 4**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	24.4
Average class size	24

#### **Education support staff: YR – Year 4**

Total number of education support staff	10
Total aggregate hours worked per week	180

#### **Qualified teachers and support staff: Nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	11

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two Years	5
Number of teachers appointed to the school during the last two Years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

### ***Exclusions in the last school Year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	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	01/02
	£
Total income	692,238
Total expenditure	713,476
Expenditure per pupil	2,363
Balance brought forward from previous Year	68,255
Balance carried forward to next Year	53,017

## *Results of the survey of parents and carers*

### Questionnaire return rate

Number of questionnaires sent out	337
Number of questionnaires returned	56

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	0	0
My child is making good progress in school.	66	30	2	0	2
Behaviour in the school is good.	44	53	4	0	0
My child gets the right amount of work to do at home.	39	46	6	6	4
The teaching is good.	59	39	0	0	2
I am kept well informed about how my child is getting on.	52	46	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	30	0	0	2
The school expects my child to work hard and achieve his or her best.	68	29	2	0	2
The school works closely with parents.	56	35	6	0	4
The school is well led and managed.	62	32	4	0	2
The school is helping my child become mature and responsible.	66	30	0	0	4
The school provides an interesting range of activities outside lessons.	29	30	20	2	20

## **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**

72 Children can join the Nursery when they are three. They attend part-time, normally for five terms. At the time of the inspection, 79 children were attending the four part-time Nursery classes. The majority of Nursery children move on to the Reception classes at the start of the term in which they will be five. Most of the 93 pupils in the present Reception classes have previously attended the Nursery but a significant number of pupils joined throughout the year. One third of the pupils are from the local American air-force base and stay for approximately three years. During the inspection, one quarter of the pupils in the Reception classes were still under five.

73 The procedures for pupils entering the Nursery and the Reception are good and allow time for the children and parents to learn about the organisation and curriculum of the school. As a result of the induction process, children settle quickly and happily into both the Nursery and the Reception classes.

74 Children enter the Nursery with a variety of abilities and experiences. Many have poor speaking, listening and social skills. However, the high quality provision offered to the children results in the good progress made in all areas of the curriculum. Continual daily assessment takes place in the Nursery. This good and detailed information is passed on to the Reception teachers. The Foundation Stage was not operative at the previous inspection so comparisons about attainment cannot be made.

75 Test results taken on entry to the Reception classes indicate that pupils begin statutory schooling with well below average attainment. Half-termly assessments in mathematics and English are used to provide good factual information to staff and parents on the academic progress of the children. As a result of the assessments, teachers are able to plan the next stage of each child's work. During the autumn and spring terms, parents are invited to meet the staff to discuss the progress and future learning needs of their children. A full report of good quality is sent to parents at the end of the academic year.

76 The quality of teaching is good overall in the Foundation Stage. Children enjoy school, quickly develop positive attitudes to learning and make good progress. They learn to listen, share and respect their peers and the adults with whom they come into contact.

77 The teachers, Nursery nurses and the learning support assistants work well together providing a good learning environment that supports all children including those with special needs and the one child with English as an additional language. The adults are very caring, listen with respect to the children, teach them to become independent, to behave well and to show concern for others. This is reflected in the good behaviour that the children show in the classroom and around the school, for instance when they go to the school hall for assembly or outside to the playground for physical education. The teachers plan the work well in accordance with the requirements of the Early Learning Goals. It is planned to meet the needs of all the children. Resources are good and the development of the Nursery outdoor area provides very good opportunities for the youngest children to develop gross motor skills and knowledge and understanding of the world. The outdoor area for the Reception children does not provide the same high quality provision but the school is aware of this and is planning accordingly. As a result of the good teaching, pupils reach the expected standard in most areas of the Early Learning Goals but the children's communication, language and literacy skills are below.

### **Personal and social development**

78 The staff provide good opportunities for the children in the Foundation Stage to develop their personal and social skills and the children make good progress as a result. The children enter the classrooms happily and respond positively to the colourful and stimulating environment. Good opportunities are provided for the children to extend their skills through the many opportunities to play and learn together co-operatively. Nursery children go on a 'bear hunt' working together to learn about the use of maps and the properties of oceans and

deserts. They share in tasks such as watering the plants in the garden and sharing the dressing up clothes as they play imaginatively in the playhouses. In the Reception classes children discuss the mini beasts and the life cycle of a ladybird as they play in the pretend underground tunnels. They watch and learn from the teachers about the Christian Baptism ceremony. Members of staff value the personality and work of each child, guiding and supporting them so that they learn to persevere with a task until they succeed. As a result, the children gain in confidence and self-esteem and develop their independence. They help one another when dressing and undressing for physical education or putting on a painting overall. They make choices as they decide on the activities they wish to pursue during the sessions. The high expectations of all the adults promote good attitudes.

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

79 Children enter the Reception class with standards overall in speaking and listening well below those expected nationally. Due to the good teaching in both the Nursery and Reception they make good progress but on average their attainment is below national expectations by the end of the Foundation year in speaking, listening, reading and writing. Some children, however, know the initial letter sounds and some blends and they can identify sounds that rhyme. More able children can create rhyming couplets and with a little help they can write them independently. Children with special needs make good progress using an alphabet card recognising the letter and the sound in order to build up words. The adults listen to children speaking with great respect, encouraging all the pupils to participate and thereby enriching their vocabulary. The children are praised for their work as they try and write independently and they want to succeed as a result.

80 The children use their phonic knowledge to read simple texts and many are reading with enjoyment and understanding. Some will go to the book corner during ‘choosing time’ or to the listening station to enjoy a story. However, the progress of some children is hindered by the fact that they do not always have the opportunity to read to an adult at home. The listening centre provides added pleasure and ensures that children begin to learn that books provide enjoyment and knowledge.

### **Mathematical development**

81 The large majority of children are expected to reach the nationally expected standard in mathematics at the end of the Foundation year. The children are beginning to count confidently and reliably to 50. The good informal opportunities and the focused group sessions enable the teachers to ask the children many detailed questions about the order of numbers. Combined with the use of good quality resources, the children come to understand the concept of greater and smaller, the number before and the number after and more and less. Very good use is made of the classroom environment and display to build up their mathematical vocabulary and understanding. The children learn to work co-operatively in pairs and groups and consolidate their knowledge of addition and subtraction. Teachers make good use of the planned topics to assist mathematical learning. Children note the number of spots upon the wings of a ladybird and then make up their own addition sums to five, for example, two spots on one wing, three spots on the other, how many altogether? Most know and can use the correct symbols up to ten. They remember and sing rhymes such as ‘Five little speckled frogs’ to build up their mathematical knowledge and understanding. The teachers use every opportunity to provide work to suit the learning needs of the children and, as a consequence, the children make good progress in their mathematical knowledge and understanding.

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

82 During the Foundation Stage children in the Nursery and in Reception experience many opportunities that develop a good understanding of the world which help to build up their general knowledge. They learn that plants and animals need water to survive and successfully grow flowers and salads in the Nursery gardens. The children use computers and printers confidently and show good skills with the mouse to draw insects and patterns. Good opportunities are provided for the children to use the computers that develop their manual dexterity and support language, reading and mathematics. In a good practical lesson observed, the children learned about plans, built up a three-dimensional map of the classroom and labeled the main features. The activity provided great enjoyment and many questions such as, ‘What is next to the sink?’ ‘Where is the door?’

The positional vocabulary required in mapping and orienteering was understood and used by the class. By the end of the Reception Year, the good provision offered by the teachers has enabled the children to make up the deficit in their general knowledge and the attainment of most children meets expectations for their age.

### **Physical development**

83 The children make good progress in their fine and gross motor skills. The Nursery children take advantage of the imaginative play space in the gardens and use it well to steer their large wheeled toys and for other physical movement. During the physical education lessons in the Reception classes, the children move and stretch using space appropriately, learning to control and move their bodies in a variety of fluttering and floating movements. In the classroom the children develop and practise fine motor skills by using scissors, pencils, paints, brushes, play-dough and glue. The Nursery play areas have enhanced the provision for the younger children and provide stimulating and imaginative learning opportunities. The good improvements to the outside play area in the Nursery are not replicated in the Reception play ground so that the good progress made earlier is not sustained. By the end of the Foundation Stage most children will reach the expected standards in this area of the Early Learning Goals.

### **Creative development**

84 The staff provide good opportunities for children to develop their creative abilities in the Nursery and Reception classes through the carefully selected resources and games. The children explore colour, texture and pattern. They use paint effectively producing delicate paintings of spring flowers and they can select different papers to make a ladybird. Great excitement was in evidence as the children looked through red cellophane and observed the effect. The teachers and learning support assistants plan good opportunities to enrich the vocabulary, teaching children the terms 'collage' and 'template'. In one good lesson observed, children in the Reception class used the paint program on the computer to create a colour image of a ladybird to good effect. Throughout the Foundation Stage, children love to sing songs that develop their language and mathematical understanding such as 'Five currant buns in the baker's shop.' In music the children enjoy singing rhymes and songs, interpreting mood and speed. They understand and can hear the difference in happy and sad songs and they accompany themselves with the percussion instruments. They develop their speaking, listening and dramatic skills very well as they use the Nursery play-house to substitute as a castle for their imaginative play activities. They learn to communicate and talk about their feelings, for instance when looking at the colours of mini beasts. At the end of the Foundation Stage, the majority of children will attain those standards expected for this age group.

## **ENGLISH**

85 Attainment in English overall is below average by the end of Years 2 and 4, although pupils make good progress in Years 1 and 2 and sound progress in Years 3 and 4 and there have been improvements since the last inspection. Whilst many pupils will attain the expected levels for their ages and a small number will exceed them, the number of pupils with complex special needs, as well as the situation whereby quite large number of pupils come into or leave the school, adversely affect standards.

86 In the 2001 national tests, the percentage of pupils achieving the expected level or above in reading at the end of Year 2 was below the national average and in writing it was well below average. In comparison with similar schools the percentage of pupils achieving the expected level or above was below average in reading and very low in writing. Nevertheless results over the last three years show a significant upward trend. Girls perform significantly better than boys in both key stages.

87 By the end of both key stages whilst attainment in listening is average, attainment in speaking is below. Overall pupils make good progress in Key Stage 1 and sound progress by the end of Year 4. At the beginning of Year 1, when pupils start the National Curriculum, their speaking skills are still generally below the national average. Many pupils have restricted vocabularies, pronounce words carelessly or incorrectly and have difficulty in using grammatically correct sentences when speaking. By the end of Year 2, pupils listen

attentively to their teachers, other adults and each other. However, in whole class discussions, whilst some pupils are eager to answer questions and can express themselves clearly and confidently, a significant number have more difficulty in choosing the correct words and expressing themselves in sentences. The most able pupils read aloud with good expression taking account of punctuation and features of print. By the end of Year 4 pupils listen carefully and attentively to their teachers, other adults and to each other. The most able pupils read aloud from self-chosen books with good expression that shows sound comprehension. However, when speaking, whilst some pupils are able to express themselves confidently using a wider range of vocabulary and technical language, a significant number of pupils have not yet developed the ability to speak in a more formal and structured manner. Although the literacy hour format of lessons in both key stages includes whole class activities that provide opportunities for discussion, there are insufficient focused opportunities for pupils, particularly those who have restricted language skills, to use and develop their spoken language skills and vocabulary knowledge and understanding.

88 In Key Stage 1 pupils listen to and read a variety of stories, poetry and non-fiction books and this helps them to develop a positive attitude towards reading. Many respond well to questions about plot, events and characters and this reflects their interest in, and understanding of, the texts read. They are able to draw on their personal experiences to comment on the ideas expressed in stories. Phonic skills are taught systematically and pupils use these to sound out unfamiliar words. As a result, by the age of seven, the ablest pupils read fluently for their age, using a range of strategies, including phonics, to decode unfamiliar words. By the end of Year 4 many pupils read a variety of texts fluently and with understanding, have a positive attitude to reading and enjoy it. The most able are beginning to use evidence from texts appropriately to support their views when discussing what stories are about, can talk about favourite authors and different types of stories. Many pupils can use an appropriate range of linguistic terms when discussing texts and the most able demonstrate a sound understanding of syntax and grammar. A few can scan texts for information accurately and select information as a result of the sound progress made in their study skills. However, by the end of both Years 2 and 4, a significant number of pupils still have restricted vocabulary knowledge and spoken language skills and have not yet developed reading fluency. These pupils rely primarily upon phonic strategies to decode unfamiliar words. Because of their limited spoken language skills, they are not always able to use their knowledge of what sounds right, in terms of vocabulary and sentence structure, to help them predict what an unfamiliar word might say nor do they self correct when their reading does not make sense. The school is using the Literacy Framework to good effect to raise standards and pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. However, because of the above average number of pupils with special educational needs, together with pupil mobility, standards are below average in both key stages. Pupils in both key stages take books home regularly, although not all pupils read to their parents or carers. Home-school reading diaries provide an effective link between home and school. In school pupils are heard to read both in group guided reading activities and individually. All pupils have daily opportunities for quiet reading as well as reading to their teachers or other adults and this makes a good contribution to their positive attitudes to reading.

89 Present standards in writing are below average overall by the ages of seven and nine, although pupils make good progress in Years 1 and 2 and sound progress in Years 3 and 4. In both Years 1 and 2 and Years 3 and 4 pupils write for a variety of purposes and audiences including imaginative fiction, personal writing, poetry, reports, factual accounts, instructions, letters, lists, note taking and labelling. However, there is an over-use of worksheets in both key stages and they do not always provide sufficient challenge, particularly for the most able pupils. By age seven, pupils are learning how to plan their written work and are beginning to write at greater length. The more able pupils also write with greater complexity and with more careful choice of words with a good understanding or awareness of basic punctuation and textual features. For example a Year 2 pupil wrote, 'The bear took off like a rocket. Up and up he soared until.....crash!' By the age of nine many pupils can plan their writing and write at length, using more complex sentences and paragraphs in an appropriate style with a range of punctuation used accurately. However, a significant number of pupils have more limited spoken language skills which restricts their ability to express their ideas in writing. Although higher attaining pupils in both Years 1 and 2 and Years 3 and 4 can use their knowledge of high frequency words and phonics to assist them when writing, a significant number of pupils in all year groups spell inconsistently, including high frequency words. On some occasions when pupils copy words from worksheets many do so without sufficient care and write incorrect spellings in their own work. Whilst pupils in both key stages know how to use dictionaries and thesauri to support their work, these resources were not observed in

use, as spelling aids, during the inspection. Handwriting is taught systematically throughout the school and pupils' practice work shows that they are developing mastery of the cursive style. However, in their free writing, many pupils form their letters carelessly, letter size is inconsistent and work is poorly presented with the result that standards of handwriting and presentation are unsatisfactory overall.

90 In both key stages there are good opportunities for pupils to apply their reading skills but the over-use of worksheets is hindering the full development of pupils' writing skills. Nevertheless in some lessons pupils write for a range of purposes in subjects other than literacy, for example accounts of life in different historical periods. Listening skills are appropriately developed in discussion activities related to all areas of the curriculum. Good use is made of computers both for pupils to compose writing and to word process previously written work.

91 In Key Stage 1 pupils with special educational needs make good progress and those in Years 3 and 4 make satisfactory progress. The provision made to meet their needs is good. Teaching linked to individual needs, the setting of precise targets, and well matched learning materials contribute to their success. The work of the classroom assistants makes a significant contribution to the progress these pupils make.

92 Overall, pupils' attitudes to learning are good in both key stages. They are well behaved in lessons and apply themselves with good concentration, purpose and interest to individual and group work they are set, even when not directly supervised. They co-operate well and help each other both formally and informally in discussing aspects of their work. Their response in the English lessons observed was good overall.

93 Overall, the quality of teaching in English is generally good in Key Stage 1 and at least satisfactory in Years 3 and 4. Where teaching is good, teachers make effective links between previous work and new learning. This is a feature of the whole-class work at the beginning of literacy lessons when teachers skilfully review what pupils have previously learned so that their work is purposeful and relevant. Teachers make the purpose of lessons very clear and this helps the pupils understand what they are doing and why. Good use is made of classroom assistants to support the less able pupils during group activities, although their skills are not always fully utilised during whole-class teaching. Where teaching is very good, teachers have high expectations of what pupils can achieve, use questions skilfully to promote pupils' thinking, remind pupils of their personal literacy targets where appropriate and match the work well to pupils' differing needs so that all pupils can achieve. Teachers' relationships with pupils are good and these are significant in promoting and maintaining pupils' good attitudes to their work. Overall teachers have good subject knowledge and this helps them to plan and teach with confidence. The school's practice of shared year group planning makes a good contribution to teachers' good subject knowledge

94 Pupils' progress in English is regularly assessed and recorded. Teachers record pupils' progress in reading during group reading activities and all pupils do a half-termly writing activity that is assessed and levelled. Pupils' work is regularly marked and a few teachers annotate pupils' work with comments that help them to understand what they need to do to improve, although this is not consistent practice across the school. All pupils have personal literacy targets and these contribute to the progress that they make. The work of classroom assistants in liaising with teachers to provide additional support during the literacy hour makes a valuable contribution to pupils' attainment and progress. Helpful spelling and reading homework is given regularly in both key stages.

95 The temporary acting-coordinator has good subject knowledge and is enthusiastic about promoting the subject and raising standards of attainment across the school. There is a sound whole-school policy for English in place and the school has adopted the National Literacy Strategy Framework as its scheme of work. Standard assessment test results and optional test results are monitored and this, together with the compilation of a portfolio of pupils' moderated work that is regularly updated, and a range of informal strategies, provides an informed view of standards. Literacy plans are monitored termly. The co-ordinator has a good understanding of the issues that need to be addressed to raise standards. Whole-school training in literacy has made a good contribution to teachers' understanding and, therefore, to the raising of standards. Literacy resources are satisfactory and all classes are well resourced with a good range of general reading material, as well as having graded readers for home-school reading. There is an attractive, spacious and well organised

school library that classes are timetabled to use on a weekly basis. Pupils are taught library skills by a librarian from the library service. Resources are used well and make a positive contribution to the quality of pupils' learning and the status of literacy throughout the school. The school makes good use of events, such as book fairs and visiting authors to promote reading and writing

## **MATHEMATICS**

96 Evidence drawn from lesson observations, work seen in pupils' books, discussions with pupils and teachers indicates that standards are in line with national expectations at ages seven and nine. The results of the 2001 national tests for seven-year-olds show an improvement from well below average the previous year to above the national average. The group of pupils, who took the test last year, are more able than the current Year 2 pupils and account for the apparent drop in standards. However, current standards themselves reflect an improvement since the last inspection. Assessment data from the school indicates that higher attaining pupils make good progress as they move up through the school and is confirmed by the good quality teaching and learning seen, particularly in the lower part of the school. Pupils' work is regularly checked for progress and accurate targets for their future learning are set. The pupils with special educational needs make at least sound progress throughout the school with especially good progress being made in the infant section.

97 Year 2 pupils can count forwards and backwards in two's and know their odd and even numbers to 50, with some to a 100 and beyond. Many pupils are able to count in tens and fives and know that addition is the opposite of subtraction. Many pupils understand that division is the opposite of multiplication and higher attaining pupils can solve division problems, sometimes with the help of multiplication tables. They can name common two- and three-dimensional shapes and give some of their properties. They can interpret simple graphs accurately. They understand simple fractions.

98 Year 4 pupils understand simple number sequences and patterns. They can operate successfully in the four rules, some to four figures, and use these to solve problems. They show some understanding of reflective and rotational symmetry. They can calculate area and estimate length with reasonable accuracy. In one imaginative activity they used a calculator 'that has lost some of its buttons' and they successfully explored what calculations could still be made to achieve an answer. All these pupils made good progress in their knowledge of the relationships and patterns between numbers.

99 Pupils are being taught to use the correct mathematical language when dealing with problems in the subject and are frequently asked to explore different ways of reaching an answer and to be able to explain their methods.

100 The National Numeracy Strategy has been satisfactorily implemented and all staff have received training which is reflected in the imaginative ways in which numeracy is taught. Numeracy lessons are divided into satisfactory time allocations. Most sessions have an effective warm-up and have a useful coming together of the pupils at the end of the lesson to consolidate what they have learned. In the best of these, the plenary is well used to assess, reinforce, extend, and make the pupils aware of their learning. Homework is set and supports learning satisfactorily.

101 Overall the quality of teaching and learning is good. All lessons observed were at least satisfactory with five out of the nine observed being good or very good. Where teaching is good or better the mental sessions are lively, have a sense of urgency and all pupils participate fully. In the best lessons the teachers have a clear idea of their objectives, use the correct mathematical language and set realistic, achievable and challenging targets. In these lessons the higher attaining pupils are given good extension work that takes their learning that stage further.

102 There is a satisfactory range of resources that are well used and this has a good impact on teaching and learning. Planning across the school is good and the teachers have recently adopted a good system of assessment, tracking and targeting pupils' progress but daily assessments could be used to better effect to develop and inform daily planning. The school will soon be able to carry out a better analysis of the results of

all pupils when the necessary and planned staff training has been carried out on the assessment computer program.

103 Planning work for the different ability groups especially for the higher ability pupils is not yet consistent across the school. In the best classes it is designed to extend their learning and not just to give them many extra problems of the same type to solve.

104 There has been some monitoring of the mathematics teaching by the co-ordinator and the headteacher and this needs to be extended and developed, so that teaching can be improved still further. The pupils experience the full coverage of the mathematics curriculum with good emphasis now being placed on their understanding and ability to explain and apply their calculations. A little use is made of mathematics across the curriculum. The subject is well led by an experienced and knowledgeable co-ordinator.

## SCIENCE

105 The attainment of most pupils by the end of Years 2 and 4 meets expectations for their ages, although few pupils are working at a level above that expected for their age and a small proportion of the pupils do not reach the expected level. Most of the pupils who are not achieving the expected level have special educational needs but they are making appropriate progress for their capabilities. The other pupils are making good progress in Key Stage 1 and sound progress in Key Stage 2. Standards are similar to those previously reported at the end of both Years 2 and 4. There is no noticeable difference between the performance of boys and girls or of different ethnic groups. Pupils experience a good range of scientific activity which meets National Curriculum Programmes of Study for their ages.

106 By age seven pupils have a good understanding of the components necessary to make a simple circuit. They appreciate that some objects sink, others float and that some materials such as plasticine which sinks in a mass can be shaped to make it float. They know that light can come from several sources such as the sun and a torch, although they include the moon. They can sort objects into magnetic and non-magnetic and can demonstrate the difference between pull and push as forces. Pupils can put things into the classifications of living and non-living. They are beginning to appreciate the importance of fair testing as they run cars down a ramp and record in their writing that 'they should be kept at the same height and don't push'. They predict with a good degree of accuracy the effects of different conditions on the growth of cress.

107 By the end of Year 4 pupils further their understanding of fair testing by investigating whether people with the longest legs jump furthest and they make predictions about the result. They ensure that the jumps are fair by doing standing jumps and they discuss the reasons which might have affected their predictions. With adult support they realise that weight, muscle strength and stamina might be determining factors. They understand that there are food chains and can give their own examples drawing on their knowledge of animal life. They build on their knowledge of electric circuitry by appreciating that some materials are effective as insulators and they can introduce switches into their investigation and transfer these to diagrams. They acquire knowledge about creatures which have internal and external skeletons and none, begin to understand how muscles work and how they are attached to the bones. They can separate out mixtures of different materials, for example stones, salt and sand by filtering and evaporation techniques. They have a good understanding of solids and liquids and can classify powder, crystal and lump solids.

108 Whilst pupils take a good interest in their studies, they do not take enough pride in their work and it is often not well enough presented. They do not think enough for themselves about ways of communicating their results. Graphs are often untitled, cramped into an insufficient space on a worksheet and inaccurate in gradations. The finished product is often too scrappy and lacking in finesse. They cooperate well in groups when discussing pertinent questions and contribute well in general class discussion.

109 Overall the quality of teaching is good. It is good in Key Stage 1 where there is a range from very good to satisfactory and it is satisfactory in Key Stage 2. The positive features of teaching in science include the good use of resources, for example the good range of different materials to test for waterproofness in an

imaginative context to make an umbrella for teddy in Year 1. In Year 4 the teacher had prepared a very good model of an insect's leg by interlocking cardboard tubes with pipe cleaners to indicate the different segments of an insect's leg and how it moves. The pupils made their own for a few minutes during the lesson to reinforce the learning concept. The appearance of dead tarantulas in the same lesson was a further stimulus to learning and promoted pupils' knowledge of different skeletal types. The weaknesses in teaching include the lack of up-to-date marking, particularly in parts of Key Stage 2 and the allowance of sloppy presentation which goes unchecked. Additionally there is an over-use of often poor quality work sheets which restrict pupils' in their response and do not support their literacy skills. Pupils are limited in their written and diagrammatic response by the size of the bordered boxes. They are not learning to organise their own presentation of results.

110 The overall co-ordination of the subject is satisfactory but there is room for much development, for example a better monitoring of planning and a greater awareness of standards across the school, including presentational skills and quality of marking. There is no check as yet of pupils' skills in the subject. Resources for science are satisfactory but need re-organisation. An appropriate scheme and policy are in place which meet National Curriculum requirements.

## **ART AND DESIGN**

111 During the period of the inspection it was only possible to observe three art lessons. Judgements are based on the observation of lessons in Years 2, 3 and 4, a scrutiny of pupils' work in sketchbooks, work on display and teachers' planning. These indicate that pupils in both key stages make satisfactory progress in art and design and achieve standards that are expected nationally for their age, similar judgements to the last inspection. Pupils with special educational needs and English as an additional language make good progress,

112 In Years 1 and 2 pupils are given the opportunity to explore and experiment in a range of media in different art forms. For example, in Year 1 they have used different techniques such as printing and stencilling to make class pictures of flowers having studied the painting of 'Irises' by Vincent Van Gogh. They have made primary and secondary colours and have looked at the work of Franz Marc, with an emphasis upon colour and imagery to create their own vibrantly coloured paintings. They have used charcoal and paint to record their close observation of rabbits. Year 2 pupils have developed their understanding of colour tone and shade through painting landscapes inspired by reading an Australian folk-tale. Through careful study of Tudor portraiture, they have used paint and collage materials to create their own finely detailed miniature portraits. They have then used this experience to consider the work of Pablo Picasso and to create their own good quality more abstract portraits using oil pastel.

113 As part of a three day art project led by a visiting artist, Years 3 and 4 pupils used a variety of techniques and materials to make good quality puppets, three-dimensional sea creatures and animals as well as to create a shared 'patchwork quilt' from their individual pictures. They have developed a good understanding of pattern through drawing, painting, cutting, printing and using a computer programme to change an image by using different effects and many pupils gave careful consideration to the positioning, arrangement and colour juxtaposition of their patterns. They are beginning to look closely at their own work and make reasoned evaluations with regard to how it might be improved. They have looked at paintings by L.S. Lowry and given careful consideration to composition and the representation of the human figure in this artist's work.

114 Pupils' attitudes to art and design are good. In the lessons observed, pupils showed a lively interest in, and enjoyment of, the activities they were involved in and were keen to get on with their work. They worked well, applying themselves with good concentration. Most listened attentively to their teachers and took pride in producing their best work. Their relationships were good; they co-operated well as they shared ideas and talked about both their own work and that of others, with sensitivity and thought.

115 The quality of teaching in the lessons observed was good. Teachers plan and organise their work well and use a variety of appropriate activities and resources to enthuse the pupils. Skills and techniques are taught with clear instructions and good exemplification and these are further promoted through the good individual support given to pupils during lessons. Teachers are careful to recap previous learning at the beginning of

lessons and make effective use of plenary sessions to reinforce learning objectives through the sharing and celebration of pupils' work. At present there is no system in place for the assessment of pupils' work.

116 The subject co-ordinator is well informed and enthusiastic. There is an effective policy and the school has broadly adopted national guidance as its scheme of work with additional elements of the school's choosing. Long- and medium-term planning is securely in place and this supports teachers in their lesson plans and ensures that there is development in pupils' learning. The co-ordinator monitors termly planning but has not monitored teaching and learning. There is a useful portfolio of work that is updated when appropriate. The co-ordinator has a suitable action plan in place that ensures the systematic development of the subject and is responsible for managing the art and design budget. There is a satisfactory range of centrally stored and readily accessible materials.

117 The subject makes a good contribution to pupils' spiritual and cultural development. Pupils' observational drawings of natural forms stimulate a sense of wonder at the marvels of the natural world. Their study of the work of artists contributes to their knowledge of other cultures as for example, the puppets and 'patchwork quilt' work, done in Years 3 and 4, required pupils to look closely at and think about Indian art and culture. The links between art and other subjects are well used by teachers as a stimulus for pupils' artwork. For example, the Year 2 portraiture linked closely with their work in history, whilst the Years 3 and 4 art project linked closely with work in geography. The use of books as a source of inspiration, as for example in Year 2 where pupils have painted hot landscapes after reading an Australian folk tale makes a good contribution to literacy. The school makes good use of visits by theatre groups and visiting artists as a stimulus for pupils' work. Teachers' careful display of pupils' finished work around the school makes a significant contribution to its welcoming atmosphere, as well as contributing to the climate for learning fostered by the school.

## **DESIGN AND TECHNOLOGY**

118 Due to time-tabling restrictions only one lesson was observed during the course of the inspection. However a sample of pupils' work from Year 1 to Year 4 was scrutinised together with displays around the school. From this evidence pupils' attainment at the end of Years 2 and 4 is in line with the national average and represents an improvement in Year 4 since the last inspection.

119 In the one very good lesson observed in Year 4 pupils developed, planned and designed a Jack in the box which used pneumatics to make the Jack go up and down. They learned to cut 8mm square wood to length and used glue and card to make a square structure. The pupils showed keen interest in the pneumatic side of the task, testing the syringes that provided the source of the movement. They worked with concentration and focused on the safety features necessary to cut the wood.

120 The quality of teaching in the lesson observed was very good. The planning addressed all the learning needs and pupils were asked effective questions that encouraged them to think independently. They organised the resources appropriate to the task in hand and set about cutting the wood with great enthusiasm. The teacher organised additional supervision so that there was one adult to every six pupils. In this way the pupils had the opportunity to ask questions and receive one-to-one help.

121 Pupils throughout the school have opportunities to develop their design and technology skills in a variety of projects that involve planning, designing, making and evaluating their products. Satisfactory examples of money containers and torches made by Year 3 and 4 pupils and musical instruments made by Year 2 pupils were displayed with pupils' evaluations. The use of evaluative worksheets prevents pupils from thinking about their designs in detail and inhibits the practice of creative writing skills. All pupils enjoy the subject, including those pupils with special needs and English as an additional language. These pupils make good progress.

122 The recently appointed co-ordinator is knowledgeable and offers advice to the teaching staff. At present, the time to monitor and assess pupil progress is limited but the co-ordinator would like to introduce a

skills based sheet so that teachers in all year groups can monitor the progress of pupils more accurately. Although the school has a digital camera, it is not often used to record pupils' completed products and so build up a portfolio of work.

## **GEOGRAPHY**

123 Three geography lessons were observed during the inspection week and because of the timetable all lessons seen were in the junior section of the school. Inspection findings are further supported by work seen in pupils' books, displays, samples of past work kept by the school, as well as interviews with teachers and pupils and the lessons.

124 The standards achieved by the pupils in geography at age seven and nine meet national expectations and represent improved standards since the last inspection. Pupils with special educational needs make good progress, particularly in the lower part of the school.

125 In Years 3 and 4 the pupils compare their own life with an Indian village and they can pick out similarities and differences in climate, vegetation, the people, the schools, houses and shops. They know how to use local area maps and can identify specific features. In this study they have revised their knowledge of continents and major oceans, which they are able to name, and they can locate India in an atlas and name some of the neighbouring countries they see in the atlas.

126 There are good planned opportunities for the links between geography, and numeracy with map work, literacy with speaking and listening and information and communication technology with the presentation of ideas. The pattern of topics to be studied ensures continuity and progression of the skills and work to be taught. Opportunities are taken to weave geography into the studies of history and English.

127 Of the three lessons observed none were unsatisfactory, two were good and the other satisfactory. In the best lessons the teacher had very high expectations of pupils' behaviour and standards of work, used the correct technical language and her very good direct teaching enabled the pupils to have a very clear idea of what life is like in India compared to the United Kingdom. The scrutiny of previous work showed a mixed standard of presentation of work, particularly in the upper part of the school. Currently there are no records of pupils' developing skills in the subject and the co-ordinator has not monitored the teaching and standards of geography throughout the school to help raise standards further.

128 The pupils enjoy their geography and work well together. The subject makes a significant contribution to the pupils' spiritual, moral, social and cultural development and their knowledge of the world and its peoples.

129 The satisfactory range of resources in the school are well used. The work is well planned with the school blending a national scheme to their own previous scheme.

## **HISTORY**

130 Three history lessons were observed during the week of the inspection and, because of the nature of the timetable, all three were in the infants. Inspection findings are also based on work seen in pupils' books, displays, samples of previous work, as well as interviews with teachers and pupils.

131 The standards achieved by the pupils in history at ages seven and nine reach national expectations. This represents an improvement since the last inspection, when standards were below. Pupils, including those with special educational needs, make good progress by age seven and sound progress between the ages of seven and nine.

132 By the end of Year 2 the pupils have a good understanding of the advances that have been made in the past 50 years in technology and labour-saving devices that are now part of their lives. They know something about the Norman Conquest and with the aid of a good resource, a large reproduction of the Bayeux Tapestry, appreciate something about life and events in 1066.

133 In all the lessons observed the teaching was very good, this is an improvement on the previous inspection when it was good. In two of the lessons the teacher played the role of a child of the 1950's. By describing the lifestyle and households of the times she asked the class to persuade her father, played later by the teacher, to get him to buy one of 'these new televisions' for the Coronation. This role-play exercise was highly effective in teaching the pupils about the differences in life between 1952 and today. The teachers have high expectations of pupils' behaviour and work and these are realised through very good and imaginative teaching methods, challenging the pupils to think and enabling them to discuss their learning. The scrutiny of previous work showed a mixed standard of presentation of work, particularly in the upper part of the school.

134 The pattern of topics to be studied ensures continuity and progression of the skills and work to be taught. Opportunities are well taken to weave history into the studies of geography and English.

135 As yet there are no formal assessment procedures in the subject. The co-ordinator is time-tabled in the future to monitor the teaching and standards of history throughout the school but the monitoring is not yet in high profile.

136 The pupils enjoy their history and work well together. The subject makes a significant contribution to the pupils' spiritual, moral, social and cultural development and their knowledge of the past. The satisfactory range of resources is well used. The work is well planned.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

137 Good progress has been made in the provision for information and communication technology since the last inspection and as a consequence pupils' progress has accelerated. Levels of attainment for most now meet expectations for the pupils' ages at seven and nine. The work pupils do meets National Curriculum Programmes of Study. Additionally good use is made of the information and communication technology suite for literacy. More use of information and communication technology as a natural extension of other class work could improve the already satisfactory picture.

138 By the end of Year 2 pupils use computer word banks with auditory facilities so that they can compose their own stories and this is particularly helpful to pupils with special educational needs. They can select individual words or phrases and place them in the right order. This work also improves their literacy skills because they know they can only put ordinary words with uppercase letters at the beginning of sentences and that they require a full stop at the end. Year 2 pupils can use the tool bar to obtain left and right align functions to separate a list of facts from opinions using highlighting techniques before clicking and dragging into position. They are able to make different size fonts, select colours and alter the shape of the format. In music they use information and communication technology to demonstrate their response to pitch. They use art and design programmes to make birthday and Christmas cards, combining graphics and text.

139 By the end of Year 4 pupils can use logo to make shapes and repeating the shapes to make a pattern although some require adult support. They can log on, exit programmes, save their work and know how to retrieve it independently. They are able to minimise and maximise text. They use the digital camera and with support produce photographs. They use the Internet to research particular authors and to obtain further information about the planets for their work in science. They design the lay-out for their own imaginary advert using different fonts and colours. Some can use the microscope facility to look at creatures but they have trouble when they select living creatures, as they continually want to escape! The pupils have more success with slides. They are becoming familiar with data handling programmes. They are confident in setting up fields and inputting data but many still need support to interrogate the information.

140 Pupils enjoy the lessons, work cooperatively in pairs when they share the computers and show good levels of interest in the work. They are well behaved. They usually make good progress in their work, although on occasions when the teacher is over ambitious and too much is attempted in the lesson they wait for help and waste much time.

141 The quality of teaching is good overall. It is good in Key Stage 1. In Key Stage 2 it is satisfactory with a range from good to occasionally unsatisfactory. Teachers research the programs well and use the projector effectively for demonstration purposes but not enough teachers provide reference guides for pupils so they can work independently and seek out their own solutions when things go wrong. Occasionally too much is attempted in a lesson with groups learning different programs. The teacher runs into difficulty because pupils are seeking help for different purposes and at regular intervals so the teacher is overwhelmed.

142 Resources for information and communication technology are good. The co-ordinator has good skills and has worked hard to support other staff and to improve their skills. As a result, staff are growing in confidence and are in the process of beginning their national training programme to skill them further. The demonstration facilities in the suite are effective. The teaching assistants, and occasionally parents, are a useful support in lessons to help pupils as they continue to increase their skills.

## MUSIC

143 Due to the time-tabling arrangements during the inspection, only two lessons were observed. These together with discussions with the co-ordinator and the pupils, indicate that pupils' attainment in the subject meets expectations for the end of Years 2 and 4. This is a similar picture to that at the time of the last inspection.

144 By the end of Year 2, pupils show good skills in listening to music and stories and often respond imaginatively. In one very good Year 1 lesson seen, pupils attempted to use the pitch of their voices to describe the growth of the beanstalk planted by Jack. They developed the idea of describing sounds and movements through their voice as they changed the pitch, speed and volume to depict the giant. The teacher supported their efforts by introducing the xylophone and played a scale pointing out the increasing and decreasing pitch. The pupils are beginning to understand some musical terms, such as dynamics, pitch, pulse and volume through clapping, listening and moving to music. Pupils in Year 2 use the video to assist them in the making of musical instruments with good results.

145 In Key Stage 2 pupils consolidate their musical skills by composing a rhyme to fit the music of 'The Farmer's in his den' and 'The big ship sails'. They perform with confidence in front of their peers who listen with respect to their compositions. Pupils make good progress in adapting the words to the style and pace of the songs. Their quality of singing is satisfactory and the intonation and enunciation are clear. Pupils are familiar with an information and communication technology program and use it with good results to understand that symbols can be used to read and compose music.

146 Pupils throughout the school, including those pupils with English as an additional language and those with special needs enjoy all aspects of music and make satisfactory progress. They behave well in the whole-school singing assemblies and concentrate in order to learn the words, actions and music of the hymns. The pupils enjoy singing and perform with energy and enthusiasm as seen in the Key Stage 1 assembly. Orchestral music such as Saint-Saens 'Carnival of Animals' is played before and after assemblies and the children listen with attention and concentration, humming the theme.

147 The quality of teaching seen in Years 1 and 4 is very good. The lessons are well planned and match the abilities and knowledge of the pupils. Resources are used appropriately and the correct musical vocabulary is harnessed. Expectations of behaviour and pace of work are high and, as a consequence, the pupils make good progress. Pupils respond to music with enthusiasm and enjoyment. It contributes well to their spiritual, moral, social and cultural development.

148 The school has satisfactory information and communication technology facilities that are used for the development of composition in Key Stage 2. The co-ordinator has been recently appointed and has many plans to improve the music facilities. Additional multi-cultural instruments are required to promote the playing and understanding of ethnic music and to add to the knowledge and skills of the pupils. The co-ordinator has plans to repeat visits from experts and musical groups in order to provide pupils with the opportunities to listen to 'live' music. The music policy is to be rewritten. At the time of the inspection formal assessment is not in place and monitoring and evaluation of pupils' work are not yet in high profile but are planned. Written reports are sent to parents at the end of the Year and give information about their child's musical development.

## **PHYSICAL EDUCATION**

149 The standards of attainment seen in physical education lessons are in line with what is expected for pupils nationally and indicate that standards have been maintained since the last inspection. Pupils experience the full National Curriculum programmes of study. In gymnastics, dance, drama, movement and games lessons, all pupils make good progress in the development of their skills throughout the school. They make good progress in swimming in Years 3 and 4 and enjoy the sessions. By the age of nine, well over 90 per cent of the pupils reach the national target of being able to swim 25 metres by age 11.

150 By the end of Year 2 the pupils can perform different moves, with links to their science work on how insects move and fly. They move around the hall with increasing control and poise as the lesson progresses and are then able to join the individual movements together. They can kick and control a ball satisfactorily for their age. They can move around the hall with symmetrical and asymmetrical shapes and moves and then transfer these shapes to the large apparatus

151 By the end of Year 4 pupils use their striking, throwing and catching skills well to improve their participation in games. They know the importance of warming-up before activity and the importance of exercise and safety. They know how to cool down correctly at the end of a period of exercise. They improve their performance by evaluation, discussion and practice.

152 The quality of teaching observed was very good in one lesson, good in three, satisfactory in one and unsatisfactory in another. The teachers' own attitudes encourage the pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. Most of the teachers provide good role-models by changing for the lessons, and all pupils change into suitable clothing.

153 Where the teaching was very good, the pupils were active for a majority of the time, the teachers gave good demonstrations, made the pupils think and assess their progress. As a consequence the pupils made good progress in the skills that were the focus of the lesson. They made good progress in the lessons seen because of the clear instructions given and the way in which the pupils were made to think and assess game situations. In the unsatisfactory lesson the pupils were not involved in the activities enough and became bored and restless. This was due to poor pupil management, the inappropriate choice of activity, the lack of direct teaching and the negative approach to the lesson. The lessons are planned and gradually develop the skill or sequence that is the lesson objective. Most teachers have good subject knowledge, give clear instructions, which emphasise how improvements can be made and give encouraging and appropriate praise.

154 All pupils enjoy physical education and their response is good. They work collaboratively. The only bad behaviour seen was in the unsatisfactory lesson.

155 The school has a good range of modern resources and equipment that are used well. The provision for extra-curricular activities is satisfactory with a soccer club and fixtures against other schools. The community is very well involved with the teaching of physical education with good links to other schools, as well as outside sports involvement with Ipswich Town Football Club.

156 Time has been allocated for the co-ordinator to monitor some of the teaching and standards throughout the school, more is needed to complete observation of all classes. The subject is well led by a keen and enthusiastic co-ordinator.

## **RELIGIOUS EDUCATION**

157 The attainment of pupils in religious education at the end of Years 2 and 4 is in line with the expectations of the Suffolk Agreed Syllabus. Standards of attainment are similar to those at the last inspection. Pupils make satisfactory progress as they follow their studies of the major faiths of the world.

158 In Years 1 and 2 pupils know about some of the symbols of Christianity, Islam and the Jewish religion. In Years 3 and 4 they are familiar with some aspects of Hinduism and Judaism in addition to Christianity. Pupils in both key stages reflect upon the nature of beliefs and the way in which they influence human life. They study the major festivals and develop knowledge of the language, literacy and symbols of the faiths. They are aware of the need to be tolerant and respectful of faiths other than their own.

159 Pupils in Years 1 and 2, including those with special needs and English as an additional language, make satisfactory progress in their knowledge and understanding of the main stories of the Christian faith and the symbols of Judaism such as the Torah.

160 In one good lesson seen in Year 1, pupils learned some Jewish terms and reflected upon the story of Moses. They wrote and drew the main events in the life of Moses in the form of a Torah. One pupil with English as an additional language made good progress with the help of the learning support assistant. The more able pupils wrote about the parting of the Red Sea and how Moses led his people to safety.

161 Pupils in Year 2 consider the need for rules relating to their life in school and at home. They discussed with interest the possibilities of danger if rules are not obeyed and they listened respectfully to the teacher and their peers. This particular lesson helped to develop the spiritual, moral and social skills of the pupils.

162 A very good Year 3 lesson enabled pupils to extend their knowledge and understanding of the symbols and signs of Hindu worship. They learned the term 'puja' and the rituals associated with worship, such as the bells and the sprinkling of the holy water. The teacher promoted a strong sense of spirituality as she placed the artefacts upon a table explaining the meaning and symbolism of them. Pupils of all abilities made good progress in their vocabulary and understanding of the Hindu faith.

163 Work in religious education is often linked to curriculum areas such as, English, mathematics and art and design as in the lesson on Hinduism seen in Year 4. Pupils heard the story of Ramayana and could describe the main events. They make shadow puppets to tell the story and enjoy the culture and colour of the Hindu faith. Pupils talk respectfully, developing an understanding of the beliefs and rituals of Hinduism. Pupils give thoughtful answers to the effective questions of the teacher and produce carefully made puppets using bold colours in their designs.

164 The quality of teaching and learning is good. Teachers plan the lessons well and the work is matched to the needs of the pupils. The standards of work seen in the class and in the work-books are satisfactory, although the presentation and spelling when recording could be improved. Marking is not consistently constructive. Too much use is made of work sheets so hindering the development of creative writing. The quality of the spiritual experiences of pupils is evident in the assemblies and the class lessons where emphasis is placed upon caring and listening to one another.

165 The co-ordinator has held the post for a short time and as yet has not had release time to monitor and evaluate the subject. Formal assessment is not in place but parents receive a report at the end of the year recording pupil progress and attitudes. Resources for the subject are satisfactory but there is a need for more artefacts to enrich the learning experiences of the pupils. The school library has a good selection of books that contribute to the spiritual, moral, social and cultural development of the pupils throughout the school.



