

INSPECTION REPORT

SHOTLEY COMMUNITY PRIMARY SCHOOL

Shotley, Ipswich

LEA area: Suffolk

Unique reference number: 124606

Headteacher: Mrs M Newman

Reporting inspector: Mrs R Frith
2490

Dates of inspection: 10 – 13 March 2003

Inspection number: 248604

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Main Road
Shotley
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Appropriate authority: The governing body

Name of chair of governors: Mrs L Roberts

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2490	R Frith	Registered inspector	Geography History Areas of learning in the Foundation Stage English as an additional language	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9619	B Miller	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 parents?
27301	C Messom	Team inspector	English Art and design Design and technology Special educational needs	
25787	E Morris	Team inspector	Mathematics Music Physical education Educational inclusion	How good are the curricular and other opportunities offered to pupils?
14732	E Korn	Team inspector	Science Information and communication technology Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shotley Primary School is a community school for boys and girls aged 3 to 11 years. There are 199 pupils on roll, including 19 children who attend the nursery part-time. The school is situated near the end of a peninsula and serves the villages of Shotley and Erwarton. There is a mixture of rented and privately owned housing in the area and the percentage of pupils receiving free school meals is below average. On entry to school, pupils generally show levels of attainment below those seen nationally for children of the same age, in the areas of communication, language and literacy and mathematical development. Children in the current Nursery and Reception class showed attainment that was broadly average but slightly lower in communication, language and literacy. Currently, 31 pupils are identified in the special educational needs Code of Practice of which two pupils have a statement of special educational needs. Pupils with a range of moderate learning, autistic, language, emotional and learning difficulties are currently attending the school. No pupils from ethnic minority backgrounds are identified in the school.

HOW GOOD THE SCHOOL IS

Shotley Community Primary is a good school with many strengths and is well placed to improve further. After significant changes in staffing over the last two years, the newly appointed headteacher has quickly gained the confidence of parents, staff and governors and has created a team of dedicated professionals who are keen to develop their practice. There is good teaching in most areas of the school and by the time they leave, pupils reach average standards in English, mathematics and science. Most pupils make good progress. Resources are used well and overall, the school provides good value for money.

What the school does well

- Most pupils achieve well and reach at least average standards of attainment by the time they leave school.
- The school's ethos of respect and co-operation promotes pupils' good attitudes, behaviour, relationships and personal development.
- Pupils like going to school and attendance is good.
- Teaching is good in Years 1 to 6. Very good systems are in place to train teachers and support those new to the profession.
- In Years 1 to 6, staff provide a rich, relevant curriculum which ensures that all pupils are fully included in a good range of activities. Extra-curricular activities and links with the community and local schools are very good.
- Staff provide good levels of care and encourage pupils in their learning.
- The school is well led and managed.

What could be improved

- The curriculum, accommodation and resources for children in the Nursery and Reception class.
- Standards in religious education.
- Provision for pupils with special needs.
- Provision for a daily act of collective worship so that the school fully meets statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has successfully addressed the key issues identified in the inspection report following the last inspection in 1997 although provision for pupils in the Foundation Stage is currently not as good. The quality of teaching has improved and pupils now reach higher standards by the time they leave the school. More challenging work is provided for higher-attaining pupils and improvements in the way teachers assess pupils' progress and attainment have helped to make a closer match between pupils' varying levels of attainment and the work set. Good systems are now in place which are used to monitor and evaluate the school's effectiveness, and the school improvement plan provides a good focus

for development. Attention has also been given to ensuring a more equal distribution of responsibilities amongst teachers but this has been affected recently by the appointment of inexperienced staff who are not ready to take on additional work. Improvement since the last inspection has been good. The school has recently received two successive School Achievement Awards from the Department of Education and Skills and was recognised as one of the most improved schools in Suffolk.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	B	C	D
Mathematics	B	B	C	C
Science	B	B	C	C

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

Children have made satisfactory progress in the Nursery and Reception class and, by the time they are ready to start Year 1, most are likely to reach the national standards in all areas of learning, and in their personal, social and emotional development they will exceed them. Results of the 2002 standard assessment tests for seven-year-olds indicate similar average standards to those at the time of the last inspection but a lower than average percentage of pupils gained a level higher than that expected for their age. No pupils gained this level in writing. Results of the 2002 standard assessment tests for eleven-year-olds indicate a significant improvement in English, mathematics and science since the last inspection, for example, with over a third of pupils achieving a level higher than that expected for their age in mathematics and science. When compared with similar schools, pupils attained below average standards in English and average standards in mathematics and science. In 2002, the school did not meet the challenging targets set for English and mathematics. Evidence from this inspection indicates that pupils in Year 2 and Year 6 are working at levels appropriate for their age in all subjects apart from in art and design where standards are higher. Pupils in Year 2 are working at the level outlined in the religious education programme for pupils in Suffolk but in Year 6, pupils' knowledge and understanding of Christianity and Judaism does not meet expectations. Higher-attainers are generally appropriately challenged and make progress similar to their peers. Pupils with special educational needs are sometimes not progressing as well as they could when the work in class is not set at the correct level to meet their needs and no additional support is provided. No significant difference was noted in the progress and achievement of boys and girls during the inspection although, in the national tests for eleven-year-olds in 2002, girls did better than boys in English and science and boys did better than girls in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy school and are keen to learn although a few in Years 4 and 6 lack good self-esteem and sometimes become disinterested.
Behaviour, in and out of classrooms	Good. Pupils respond positively to the high expectations set by staff. Most are polite and courteous.
Personal development and relationships	Good. Pupils get on well with each other and the staff, and become more responsible as they move through the school.
Attendance	Good. The attendance rate for the last academic year was above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching has improved significantly since the last inspection with a higher percentage of very good and excellent teaching and no unsatisfactory teaching. Teachers have developed their practice and now more clearly identify what they want pupils to learn, and set targets for pupils' improvement. There is a good team spirit amongst staff and they share their expertise and support each other well. There is evidence that teaching is improving in the Foundation Stage following recent developments in planning. Throughout the school, teachers focus on developing the core skills of literacy and numeracy within a good, broad range of curricular experiences. They have adopted the National Literacy and Numeracy Strategies effectively and this has led to some very good teaching, particularly in mathematics for pupils in Years 3 to 6. The school allocates valuable additional support for pupils with special educational needs who generally make similar progress to their peers but sometimes this support is not specifically focused to help pupils reach their targets. Higher attaining pupils are usually appropriately challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are satisfactory in the Nursery and Reception class although the outside curriculum is unsatisfactory. The curriculum for pupils in the rest of the school is good and enhanced by very good extra-curricular activities, very good links with the community and work with local schools.
Provision for pupils with special educational needs	The curriculum is broadly satisfactory with pupils having clear targets to support their progress. In some lessons, however, the work does not take sufficient notice of these targets and consequently does not fully support learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is good and helps pupils to develop good relationships and behave well. Provision for their spiritual and cultural development is satisfactory. Staff do not plan to systematically develop pupils' spiritual awareness or prepare them for life in a diverse multi-cultural society.
How well the school cares for its pupils	Staff make good provision for pupils' welfare, health and safety. Since the last inspection, there have been significant improvements in the way they monitor pupils' social and academic development.

The school has developed good links with parents who, in turn, have positive views about the school. Staff have recognised the need to continue to encourage parents to support their children's learning at home and school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has provided good leadership and manages the school well. She has a clear vision for the school and central to this are her aims to raise standards and provide good quality education. The acting deputy headteacher ably supports her and other managers new to their posts are quickly developing their practices.
How well the governors fulfil their responsibilities	The governors effectively fulfil their responsibilities and are fully involved in the school development planning process. They have a clear understanding of the school's strengths and priorities for improvement. The school is not currently meeting its statutory responsibility to provide a daily act of collective worship.
The school's evaluation of its performance	Staff and governors have established a good system of monitoring, evaluating and target setting that keeps the school moving forward towards achieving its aims.
The strategic use of resources	Financial planning is thorough and takes full account of the cost of implementing the school's plan for development. Correct financial procedures are followed.

There are sufficient suitably qualified teachers to ensure that class sizes are not too large. Learning resources are satisfactory overall and used well to support learning throughout the school. They are good in physical education and information and communication technology, unsatisfactory in the Foundation Stage and in religious education. Generally, accommodation is good but restricts activities in the Nursery and Reception class.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and they make good progress. • Behaviour is good and staff help pupils to become responsible and caring. • Teaching is good and staff expect pupils to work hard. • Staff are friendly and approachable and parents feel comfortable about speaking with them if they have a problem. • The school is well led and managed. 	<ul style="list-style-type: none"> • The provision and marking of homework. • Information about how their children are getting on. • Activities outside formal school hours.

Inspectors agree with the positive views expressed by the majority of parents. Evidence gained from the inspection indicates that the school has an appropriate homework policy and the provision of homework is satisfactory. The school provides ample opportunities for parents to find out about their child's progress. This is confirmed by those parents who stress how approachable staff are and available to speak with them. There is a very good range of opportunities for extra-curricular activities provided for pupils outside formal school hours.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children are admitted to the nursery after the age of three. They have a broad range of prior attainments and experiences and in the past, assessments made by the school show that their attainment on entry was below average in English and mathematics. Also, boys in general were seen to have lower levels of attainment than girls. Children in the current Nursery and Reception class showed attainment that was broadly average but slightly lower in communication, language and literacy. Children generally make satisfactory progress in the Nursery and Reception classes and by the time they start in Year 1, most are likely to reach average standards in communication, language and literacy, mathematical, creative, physical development and knowledge and understanding of the world. Standards are likely to be above those seen for children of the same age nationally in personal, social and emotional development. A few children are unlikely to reach average standards in communication, language and literacy.
2. Results of the 2002 standard assessment tests for pupils in Year 2 indicate that, in comparison with all schools, pupils' attainment was average in reading, writing and mathematics. The percentage of pupils reaching the higher Level 3 was below that nationally, with no pupils gaining a Level 3 in writing. When these results are compared with pupils in similar schools, pupils attained average standards in reading, writing and mathematics. Results of the 2002 standard teacher assessments in science indicated that the number of pupils reaching the expected level for their age (Level 2) was very high. These results indicate similar standards in English, mathematics and science compared to those at the time of the last inspection.
3. Attainment in the 2002 tests for pupils in Year 6 was average in English, mathematics and science when compared with all schools. When these results were compared with pupils in similar schools, attainment was below average in English and average in mathematics and science. Over the last five years, the trend of improvement was broadly in line with the national trend. These results show an improvement in standards in English, mathematics and science since the last inspection but a decline in standards from the previous year. In 2002, the school did not achieve its targets for the percentage of pupils reaching Level 4 + in English and mathematics. Overall, however, the information provided by the school shows that the great majority of the pupils who did not have specific special educational needs made at least satisfactory progress and often it was good.
4. Evidence from this inspection indicates that the pupils currently in Year 2 and Year 6 have well developed speaking skills and contribute confidently in lessons. Their listening skills are good and most show by their actions that they have understood what has been said. Standards of reading are also good by Year 2 where most pupils read with enjoyment. Most pupils in Years 3 to 6 have average standards in reading with higher-attainers fluently reading a range of texts. Older pupils have satisfactory knowledge of accessing and using information in a library and via the Internet and older pupils with higher attainment use skills such as skimming and scanning to locate what they are looking for. Pupils' good handwriting evident in their handwriting books is often not seen in other pieces of work where letters are sometimes not joined and work can be messy. Pupils' writing skills are developing well as a result of recent initiatives by the school and pupils in Years 1 and 2 are beginning to be

confident writers, able to organise their thoughts into sentences with full stops and capital letters in the right places. By the end of Year 6, standards are satisfactory. Most pupils use speech, exclamation and questions marks appropriately to punctuate their writing and are beginning to create a good range of styles for different purposes and audiences.

5. Pupils in Year 2 and Year 6 are currently working at levels appropriate for their age in mathematics. This indicates an improvement since the last inspection when standards were below average for the older pupils. Standards have risen due to improvements in the curriculum through the successful introduction of the National Numeracy Strategy and improvements in the quality of teaching. Pupils now have positive attitudes to the subject and achieve well. Pupils with higher attainment are sometimes withdrawn from lessons to work in small groups to tackle more challenging work. They enjoy this work and make very good progress in these sessions.
6. Standards in science have improved since the last inspection and pupils in Year 2 and Year 6 are now working at levels appropriate for their age. Pupils with higher attainment are appropriately challenged and working at a level above that expected for eleven-year-olds. Throughout the school most pupils make appropriate progress in their understanding of scientific concepts and knowledge, because of the structure of the curriculum that repeats areas of learning as pupils progress through the school. The practical approach to science teaching adopted by all teachers also supports learning. However, insufficient emphasis is placed on developing pupils' investigative and enquiry skills so that by the time they reach Year 6, the skills of planning investigations and interpreting data from charts and graphs is not as good as it could be.
7. Pupils in Year 2 and Year 6 are currently reaching average levels of attainment in design and technology, geography, history, information and communication technology, music and physical education. They are above average in art and design. In Year 2, pupils are working at an appropriate level as outlined in the Locally Agreed Syllabus for religious education but in Year 6, pupils' knowledge of Christianity and Judaism does not meet expectations.
8. No significant difference was noted in the progress of boys and girls during the inspection although there have been some differences in the national test results over the last three years. For example, In 2002, girls did better than boys in English and science and boys did better than girls in mathematics.
9. Pupils make satisfactory progress towards their individual targets. However, for some, insufficient progress will be made for them to reach the levels of attainment expected for their age by the time they leave school. Sometimes they are not progressing as well as they could when the work in class is not set at the correct level to meet their needs and no additional support is provided.

Pupils' attitudes, values and personal development

10. In the nursery and reception classes children's attitudes are good. Children are keen to learn. Behaviour is good as children play well together and learn how to co-operate with each other. They look after the classrooms, keeping them tidy and well organised. Children are growing in confidence and most sustain their concentration well.

11. Pupils' attitudes to their learning in the rest of the school are good overall and this is an improvement on the last inspection. Pupils enjoy school and are eager to learn. Also, they are enthusiastic about taking part in extra-curricular activities. The parents who responded to the questionnaire wholeheartedly agree. Pupils in Year 3 and 5 respond particularly enthusiastically to learning in design and technology and art and design respectively and are eager to contribute in these lessons. A small group of pupils in Years 4 and 6 are sometimes disinterested in their learning and this is having a negative impact on their achievement and progress. In class, pupils settle quickly to work. Most listen attentively to each other and to adults who are always willing to answer questions and discuss their ideas. In almost every lesson, pupils show good levels of concentration. Good co-operative working was seen in Year 3, during a science lesson, when pupils were preparing an electrical circuit together. Pupils in Year 4 often work independently. They are keen to use the information and communication technology area regularly to gather information and extend their knowledge.
12. Behaviour in class and around the school is good overall. This is an improvement on the previous inspection. High standards are set and pupils respond well. Pupils play and work well together, sharing equipment. No evidence of bullying or other oppressive behaviour was seen during the inspection. Pupils are very polite and friendly to each other, staff and visitors. There is no damage or litter around the school buildings and pupils use resources with care. Relationships amongst pupils are generally of a high order and those between staff and pupils consistently good. This has a positive impact on standards achieved. Five pupils were temporarily excluded from school last year, reinforcing the school's high expectations.
13. Pupils are encouraged to reflect on their own values and beliefs. Pupils in Year 1 have discussed and talked about ways to keep their environment litter free and those in Year 2 have learnt about ways to recycle waste. They enjoy these topics and are becoming aware of environmental issues. Personal development is good due to the inclusive approach by everyone in the school. Pupils learn quickly to adjust to the school routines and are soon settled into the school community. They respond well when given the opportunity to show initiative and many are confident and independent. Pupils exercise responsibility in class as they prepare for lessons and perform duties sensibly, such as returning registers to the office.
14. Most pupils with special educational needs are keen and eager to come to school and are fully involved in lessons and other aspects of school life. However a small number of older pupils (mostly boys) with behaviour difficulties do not get fully involved in lessons and activities, and in two classes they sometimes exclude themselves from activities they do not wish to do.
15. Attendance, at just over 95 per cent is above the average for similar schools and remains good since the last inspection. Medical reasons and family holidays taken during term time account for most of the authorised absences. Punctuality is generally good and lessons get off to a prompt start.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Overall, the school has made significant improvements in the quality of teaching since the last inspection. There has been an increase in the amount of teaching observed which was very good or excellent and no unsatisfactory teaching was observed. This is compared with 11 per cent of unsatisfactory teaching seen at the last inspection. The school has experienced quite a change in staffing over the last two years but has

secure systems in place to support these staff, particularly those new to the profession. This has resulted in a team of professionals who feel confident in what they do and keen to improve their practice.

17. The quality of teaching is judged to be satisfactory in the Foundation Stage and good in Years 1 to 6. Overall good or better teaching was observed in 65 per cent of lessons and in 21 percent it was very good and occasionally excellent. Good or better teaching was observed in all sections of the school but very good or excellent teaching was seen mostly in Years 3 to 6.
18. Teaching in the Nursery and Reception class is effective in developing the children's personal, emotional and social skills, attitudes to learning and behaviour. Good attention has been placed on settling children into school in the Nursery and a satisfactory range of activities is provided which maintains the children's interest and supports their learning. The children's knowledge, skills and understanding are successfully extended in the Reception class where they continue to develop confidence and make at least satisfactory progress and sometimes it is good. Lesson planning is developing in the Nursery and now reflects more closely the national expectations of what children are expected to do and learn. The work of the support staff is effective. They give valuable help to the children, which is a key feature in making children feel secure in their learning. In the Reception class, children are well prepared for future experiences of learning in the National Curriculum and National Literacy and Numeracy Strategies. The teachers' ability to provide a well planned outside curriculum is affected by the layout of the Foundation Stage accommodation, and aspects such as physical development are also affected by a lack of appropriate resources.
19. The teachers' knowledge and understanding are good and they generally use them well to plan work that is appropriate. In some cases these good levels of knowledge and understanding are used particularly well as, for example, when Year 3 pupils were taken to the local church and given clear and interesting information about the importance of the church in the local community. Also, the enthusiasm of teachers is often a motivating force for learning when in Years 5 and 6, pupils became thoroughly involved in their history lessons or in Year 4 when they worked with sustained concentration in their geography lesson. Support staff work well and generally are instrumental in supporting pupils' progress and raising their levels of attainment. In some cases, however, they are not fully aware of how to improve the pupils' learning. This is because teachers have not identified clearly in their planning the next stages in the pupils' learning or ways in which their behaviour and attitudes could be improved.
20. In the best lessons, teachers have a clear idea of what they want pupils to learn and share that with them. They provide appropriate support and challenge, which ensure that pupils of all abilities maintain a good pace in their learning. They use assessments of pupils' work well so that the activities provided build systematically on what pupils have learnt before. This was clearly seen in a Year 5 mathematics lesson when the teacher succeeded in presenting an imaginative lesson which made the work exciting and relevant and in a Year 3 lesson when pupils developed a very good understanding of performance poetry and become fully involved.
21. Some lessons are particularly effective in developing pupils' spiritual, moral, social and cultural education. In a very good Year 4 music lesson, pupils demonstrated very good responses to music and developed an understanding of how to create a mood with music. Also, in Year 4, pupils' responded well to the teacher speaking eloquently about the work of Georgia O'Keefe which helped pupils to develop their own work with a restricted use of colour. In a very good Year 3 lesson, pupils thoughtfully reflected

on differences in religious experiences and beliefs due to the teacher's ability to create a stimulating learning environment where pupils felt secure and able to participate fully.

22. The quality of relationships between staff and pupils is good and sometimes very good. This has a significant influence on how most staff successfully manage the pupils in their care. Teachers are encouraging and supportive, which results in pupils becoming confident. Staff, however, have become concerned about some older pupils who seem to have become disenchanted with some aspects of formal schooling and consequently are not always fully involved. Staff and governors have worked together to develop a way by which they can more readily gain the views of pupils and their schooling and a recent pupil perception survey has brought about some interesting responses which the staff are soon to act on. Senior managers have also recognised the additional needs of a few pupils with emotional and behavioural difficulties and are using the expertise of a counsellor to work with these pupils.
23. Teachers use their knowledge of pupils well in lessons and encourage them to improve and work harder. Some are more successful than others in how they indicate, through their marking, how pupils can improve their work. Provision of homework is satisfactory overall and supports the work done in school, particularly in English and mathematics.
24. The school recognised the need to improve facilities for teaching information and communication technology and improve teachers' skills in teaching the full curriculum. The training provided has improved teachers' confidence and ability and, consequently, teaching has been enhanced. This, in turn, has brought about improvements in the pupils' learning. Plans indicate an even greater investment in resources so developments are on-going.
25. Job-sharing arrangements work effectively as teachers liaise well and ensure that they provide a consistent approach to teaching and learning. The school also raises the pupils' standards in areas such as music by using the expertise of outside specialists. Overall, the school presents as one with a strong team of professionals who work hard and are keen to develop their practice.
26. In Years 1 and 2, the quality of teaching is good in mathematics, art and design, geography, history, information and communication technology and music. It is satisfactory in English, design and technology, science, physical education and religious education.
27. In Years 3 to 6, the quality of teaching is very good in mathematics, good in science, art and design, geography, history, information and communication technology and music. It is satisfactory in English, design and technology, physical education and religious education.
28. Since the last inspection, the school has improved its work with pupils of higher attainment. They are now more clearly identified and assessment of their progress and attainment is used to provide work of an appropriate challenge. Additional activities are also provided, for example, when they work in a specific group, with additional support in mathematics. The school has highlighted some differences in the attainment and responses of boys and girls and staff have reviewed their practice to meet their needs.

29. The teaching of pupils with special educational needs is generally satisfactory. Pupils' special needs are identified satisfactorily and learning support assistants do their best to support them. However, some teachers' planning does not take enough account of the learning needs of these pupils in lessons, particularly those with behaviour difficulties and those with difficulty in writing. Consequently in those classes the teaching and support is not sufficiently sharply targeted to help them make good progress and as a result these pupils make slower progress than other pupils in the school. In addition, the special educational needs co-ordinator does not have sufficient time to monitor these pupils' progress or give advice to teachers and learning support assistants. However, some good examples were seen, for example, in English where the spellings to be learnt related specifically to pupils' individual education plans. Pupils are given good support by teaching assistants to help them participate in class activities, but in two classes pupils with learning difficulties are frustrated because of the lack of support and disrupt their own learning. As yet, they do not have individual behaviour plans which are sharply focussed on their behaviour and will enable them to make progress.

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

30. The curriculum for children in the Nursery and Reception class, although broadly satisfactory, does not reach the expectations set in the national guidance for working and playing outside. Also, the lack of appropriate resources in some areas, for example, physical develop, affects the range of activities which teachers can present. The school provides a curriculum that is of good quality in Years 1 to 6. It is enriched in many areas by the additional opportunities provided to interest and inspire the pupils. These include a very good range of clubs for pupils to join, the visitors invited to the school to talk to and work with pupils and the many out of school visits that puts class work in a wider context and brings it alive. The school also makes good links between some subjects so that skills acquired in one subject can be reinforced in the work of another. For instance, data collected in science is used to create graphs on the computers thereby successfully linking the work in science, information and communication technology and mathematics in a way that makes learning more relevant and interesting. It also means that curriculum time is used more efficiently as teachers can put together the time allocated to each subject to allow a more in-depth study of the topic. All National Curriculum subjects and religious education are taught to pupils from Year 1 to Year 6. There is an appropriate allocation of time for the teaching of English, mathematics and science that enables all aspects of these to be taught throughout the school.
31. The school's strategies for teaching literacy and numeracy are firmly in place and are having a positive impact on learning. It is particularly good in numeracy where the lessons are structured according to the national strategy and the length of lessons is appropriate for the ages of the pupils. The brisk oral start to each numeracy lesson sets the tone and improves mental skills. The provision for personal, social and health education is good. It is very well planned, timetabled regularly for all classes and thoroughly covers all aspects. There are appropriate policies, agreed by the governing body, for drug and sex education and these aspects of health education are sensitively taught to pupils with the full support of parents and carers.
32. Shotley Primary is a school in which all pupils are highly valued and fully included in every aspect of school life. Pupils are occasionally withdrawn from lessons for additional learning support, reading or music tuition. Care is taken to ensure that they do not miss any important class work and that the benefits they receive from this

extra help outweigh any disadvantages. The curriculum provision for pupils with special educational needs is satisfactory. A few pupils with emotional and behavioural difficulties are disaffected and reluctant themselves to be fully part of the school. Strategies used by staff are limited and do not always result in these pupils being fully engaged in activities. The school has recently, however, given further support for these pupils within the mainstream curriculum through the appointment of a counsellor. The school provides a good pastoral curriculum for all its pupils including those with special educational needs. The school is fully committed to its aim that all pupils receive their full entitlement to a good quality education and are treated with respect and consideration at all times. The school also complies with the Race Relations and Disabilities Acts and has systems in place to monitor their implementation.

33. The curriculum committee of the governing body meets regularly to approve policies and discuss any new initiatives. Subject leaders do not report directly to the governors in writing or through presentations at governors' meetings. Governors are mainly kept informed of developments in subjects by the headteacher. However, many governors are able to visit the school regularly to observe the provision first hand to assess its effectiveness and then report back their findings to help keep all governors fully informed.
34. The curriculum is greatly enhanced by the large number and range of relevant visits planned for pupils and a good variety of visitors who talk to, and work with, the pupils. Recent interesting and educational trips have included a visit by Year 3 pupils to Colchester Castle and one by Year 5 to the Museum of East Anglian Life to support their history studies. Year 5 and 6 pupils had the opportunity recently to go on a residential trip to Staffordshire where they were able to take part in adventurous outdoor activities as well as having many opportunities to develop socially and learn to live harmoniously in an environment away from home. The Victorian Day held in school for all pupils was most successful and, as well as being educational, was thoroughly enjoyed by pupils and adults alike. Visitors to the school are made very welcome and add interest to various subjects through their specialist knowledge and varied experiences that they willingly share with pupils. Often these are local residents who come to talk about their experiences as evacuees or to share their expertise with pupils in activities such as gardening. Other visitors help to teach the pupils to keep safe such as the Road Safety Officer, the school nurse and the police.
35. The number and range of clubs for pupils to join and enjoy is very good. From the morning bird watching to the many lunchtime and after school clubs the pupils of all ages are able to improve their knowledge and skills in various ways. It is to the school's great credit that the number and range of clubs and other out of school activities have been maintained and even improved since the last inspection despite the many new initiatives they have had to take on board in other curricular areas. A very good number of sports activities, some competitive, take place on a regular basis. Skiing, cross-country running and sailing are included, together with the more usual sports of football, netball and rugby. Other clubs, organised and run by volunteer teachers, local people and parents include drama, library, sewing and gardening. All of these help to motivate and interest the pupils as well as raise standards in a range of subjects.
36. The school's links with the community are very good and are beneficial to all involved. The school definitely lives up to its name as a 'Community Primary School'. Many links have been forged with the nearby village and the school is actively involved in projects such as woodland improvements. The local church and the Royal British

Legion worked with the school to hold a Remembrance Day service and the local garage are shirt sponsors for the successful school football team. Links with local schools are also very good. For example, pupils with particular mathematical skills are able to attend classes at a local secondary school. The transition of pupils to secondary school is eased by these strong links and, as well as induction days, there are joint projects organised to make the move less stressful for pupils. The competitive sports events between local primary schools and the joint ventures in music productions give pupils the opportunity to mix with those from other schools and appreciate that they are part of a much wider school community.

37. Overall, the school makes sound provision for the spiritual, moral, social and cultural development of pupils. Provision for pupils' spiritual development is satisfactory. It is promoted through religious education, in assemblies, trips outside into the local picturesque environment, including the Church and in the membership of the gardening club. The assemblies do not, however, contain an act of collective worship and fail to meet statutory requirements. Pupils are helped to reflect on their own feelings and behaviour and this encourages them to think about the effect of their actions on others. Teachers use good strategies that value pupils' views and relate their learning to a wider context such as "Why do we need to keep the environment tidy" The school is developing a climate within which all pupils can grow and flourish, respect others and be respected.
38. Provision for pupils' moral development is good and this is an improvement on the last inspection. A strong moral code is taught through a whole-school culture, which incorporates all aspects of school life and forms the basis of the good relationships observed during the inspection. Teachers and teaching assistants provide good role models by dealing with pupils in a calm and confident manner; as a result the vast majority of pupils respond in a similar way. The school's values are reflected in the class rules that are clearly displayed in classrooms. Pupils know and understand these rules and show respect for each other and all adults in the school.
39. The good provision for pupils' social development has been maintained since the previous inspection. The school creates a community where everyone is valued. From an early age, children are encouraged to share and work co-operatively. Pupils understand that there are people less fortunate than themselves and enthusiastically raise money for charities such as "Red Nose Day". This caring attitude supports their social development well. In the playground, pupils are encouraged to share their games together in small groups. Well-organised educational visits provide good opportunities for pupils to extend their social interaction, while at the same time extend their learning in a range of subjects, such as physical education and history.
40. Provision for pupils' cultural development continues to be satisfactory since the last inspection. The curriculum makes a sound contribution to pupils' understanding of British and other cultures. Preparation for pupils' lives in a diverse multi-cultural society is still being developed and this has been recognised in the school improvement plan. Pupils visit the locality and further afield as part of their studies in geography and history. The music and art of different times and traditions is appreciated and used as a stimulus for pupils' own creativity. There is more scope for significant religious festivals to be included in the programme for assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Pupils are provided with a caring, happy and supportive environment. Parents agree that the school is helping their children to become mature and that they enjoy coming to school. There are secure systems in place for safeguarding pupils' health and safety. Regular safety inspections are carried out and appropriate action is taken where necessary. Effective first-aid arrangements are in place for dealing with accidents and illness. The school provides a high standard of pastoral care through consistently good implementation of its agreed policies, including those for racial equality and personal, social and health education.
42. There are suitable arrangements for dealing with child protection issues and a formal policy is now in place. This is an improvement on the previous inspection. The "designated" member of staff has received training and new members of staff have as yet to be updated. Mid-day supervisors are kept informed where there may be concerns about any pupils and links with outside agencies are satisfactory.
43. There are very good procedures for promoting attendance and punctuality. Registration procedures meet statutory requirements and unexplained absences are followed up quickly. There is effective liaison with the educational welfare officer who works closely with the school in dealing with a small number of individual problems.
44. Very good arrangements for promoting high standards of behaviour, including measures to prevent bullying, have been developed after consultation with parents, staff and the pupils. There are simple rules for the pupils, rewards for good behaviour and sanctions for dealing with misbehaviour. All staff, throughout the school, including mid-day supervisors, consistently apply these rules. A great deal of time and support has been spent on dealing with a small number of children with emotional and behavioural problems.
45. The school has good procedures in place to track pupils' personal and social development and is effective in the manner in which it sets targets for improvement. This has a positive impact on pupils' learning and in actively involving the pupils in their own personal and social development.
46. Since the last inspection, staff have improved the way they assess pupils' work and attainment but national expectations have also risen over this period. Consequently, although there have been some good developments, particularly since September when the co-ordinator was appointed, generally, procedures are just satisfactory. Day-to-day assessment has improved overall, for example, with some teachers indicating through their marking how pupils can improve. The school now maintains data in English and mathematics and can track and predict pupils' progress from reception to Year 6. Teachers using interim and annual tests make regular assessments, and the strengths and weaknesses of pupils are recorded. Teachers use the information gained to improve their planning to meet the needs of individual pupils and the targets set in English and mathematics. Recent improvements have been made in the way staff analyse test results so that greater emphasis can be placed on those questions which pupils find more difficult and do less well in. The assessment of pupils' attainment in other subjects is still developing. Subject co-ordinators have recently developed systems for assessing and recording pupils' attainment and progress but insufficient time has elapsed for their effectiveness to be evaluated. Assessment for children in the Foundation Stage is currently under review in light of recent national guidance and new systems will need to ensure the

appropriate development and passing on of records from the Nursery to the Reception class.

47. The information about pupils with special educational needs is well kept and up-to-date. Information gathered from all sources is available and shared at regular meetings between staff and external support agencies. One of the pupils who has a statement of special educational needs receives all the support required as detailed in his statement and all advices are up to date. However, the other pupil has only recently received a statement and the school is still in discussion with the local education authority and parents over its implementation. The school is aware of, and uses the support available for special educational needs within Suffolk local education authority. Satisfactory links are established with the high school to enable Year 6 pupils with special educational needs to transfer with ease, thereby ensuring continuity.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. In their responses, parents consider Shotley Community Primary, to be a good school. They are very happy with what the school provides and achieves. They feel their children progress, reach acceptable standards and behave well. The induction procedures when children start in the Nursery are good. A few parents would like to see improvements in the provision of homework, opportunities to find out about their children's progress and provision for extra-curricular activities. However, homework is judged to be satisfactory, there are ample opportunities for parents to find out about their child's progress and a very good range of opportunities for extra-curricular activities are provided for pupils outside formal school hours.
49. The vast majority of parents attend consultation evenings and a reasonable number help in school and on trips. There is a parent-friend association that actively secures funds for the school through organising events. Resources such as books, computers and other equipment have been purchased. The contribution that parents make at home to their child's education, however, is an area that the school has identified as in need of development, in an effort to raise standards.
50. The quality and quantity of information for parents is good. Information includes letters and newsletters from the school, with curriculum details for the ensuing period. The school prospectus and the annual governors' report are both informative and comprehensive. Both documents meet legal requirements. The end-of-year reports are well written and contain targets and levels of attainment. They contain useful information that helps pupils to improve their work and also helps those parents, who are willing and able, to contribute to their child's education at home. The school has identified the need to reduce the length of these reports and to make them more "user friendly".
51. Parents are generally happy with the support for pupils with special educational needs and communication with parents is satisfactory both by letter and in meetings. Arrangements for parental involvement for pupils on higher stages of special educational needs including pupils with a statement of special educational needs are satisfactory and parents receive sufficient information. Annual reviews are organised satisfactorily, the appropriate people are invited, and the necessary paperwork is completed. The Headteacher is committed to ensuring that there is enough provision for pupils with special educational needs in the school and takes a strong lead in this area, seeking out extra funding wherever she can.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the headteacher are good. Since her appointment, the headteacher has quickly gained the confidence of parents, staff and governors and created a team of professionals who are loyal to the school and strongly committed to the care and education of its pupils. The leadership provides the school with clear educational direction. The headteacher is keen to involve all in decision-making and has an appropriate management structure, which ensures that senior members of staff have a role in school improvement. She has identified a clear role for the newly appointed acting deputy headteacher who, although has a significant teaching commitment, has already developed satisfactory practice, for example, in the area of assessment. Senior managers have a clear view of the school's strengths and priorities for development and are developing their new roles well. The roles of subject co-ordinator are also being developed and although some of the current co-ordinators are relatively recent appointments, they share an understanding of what should be achieved. More established co-ordinators are well informed and effective in promoting their subjects. The school addressed the issue raised at the last inspection when there was judged to be an unequal distribution of responsibilities. However, because a few teachers are relatively inexperienced and not yet ready to take on further responsibilities, others have a heavier work load than usually seen.
53. Staff share the aims and values of the school where each individual is recognised, valued and encouraged to work hard. This vision is to be seen in the positive relationships that are shared between staff and pupils and between the pupils themselves. The headteacher has a clear understanding of how she would like the school to improve and central to this is the development of the whole child. In addition to achieving well academically, she is keen to ensure that pupils enjoy their learning and become aware of their immediate surroundings and experiences beyond. There is a good balance achieved in the school between focussing on formal aspects of learning and encouraging pupils to socialise well, be happy in their learning and respect others. These features are demonstrated in the school where an ethos of care and concern, together with good expectations of academic work, are usually evident. By the time pupils leave school most show a mature attitude and are sensitive to the needs of others.
54. The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. Systems are in place to monitor pupils' progress so that staff can more clearly see the difference they have made to the pupils' learning. There is also a good programme of monitoring teaching and learning and a clear programme in place to build on teachers' strengths and raise standards. The headteacher has a good understanding of the process of school improvement planning. The school undertakes a careful review of what has been achieved during the previous year, and staff and governors are involved in identifying the key areas for future development. In the current plan the school has appropriately set a manageable number of areas for development. This shows an improvement since the last inspection. Governors, headteacher and staff show a clear commitment to maintaining the pace of improvement.
55. The role of the governing body shows good improvement since the last inspection. The governing body effectively fulfils the vast majority of its responsibilities although the school does not fully meet the requirement for a daily act of collective worship. There is a good committee structure with each having appropriate terms of reference. The knowledge and expertise of individual governors is used effectively and governors

have a good understanding of the day-to-day operation of the school. Many have regular contact and visit classes. There are good procedures to ensure that individual governors are kept well informed, for example, both the literacy and numeracy governors have observed pupils learning in class. In line with performance management procedures, the governing body has set targets for the headteacher. The governing body has a good understanding of the school's strengths and weaknesses.

56. The relatively newly appointed co-ordinator for special educational needs has made rapid progress in getting to grips with his role and makes a good contribution to the management of the special educational needs policy and procedures. However, he has insufficient time available to oversee or monitor classroom support, the team of teaching assistants or special educational needs resources, or to modify support when necessary to ensure maximum progress for pupils. He has attended some courses to keep up-to-date with new developments himself and plans to attend more, but has had insufficient time to oversee professional development in special educational needs by other teachers. Teaching assistants are given the opportunity to attend special educational needs courses by the headteacher. The governor with additional responsibility for special educational needs gives satisfactory support to the co-ordinator and school, but has as yet not carried out any monitoring of provision or attended any special educational needs courses.
57. The school has a good number of qualified and experienced teachers and support staff to meet the needs of pupils and cover the full requirements of the National Curriculum. The monitoring of teaching and learning is closely linked to the school's own appraisal procedures, which meet statutory requirements for performance management. Staff have an adequate range of individual strengths in subject knowledge and these are being increasingly shared to contribute to whole-school development in the curriculum and teaching. Induction procedures are very good and new members of staff, including newly qualified teachers, feel well supported when they join the school, enabling them to settle quickly and successfully into their new roles. The training for new teachers is very good and senior managers are effective in supporting those who are interested in becoming teachers.
58. Teachers and pupils are well supported by a good number of suitably trained and effective teaching assistants. They make valuable contributions to the work of the school and in particular to the progress made by pupils with emotional and behavioural difficulties. The targeting of pupils with special educational needs, is not always consistent enough, to make any significant impact on the progress they make. The efficient administrative staff, meals' supervisors, caretaker and cleaner are valued team members and contribute significantly to the smooth running of the school.
59. Accommodation is good and an improvement on the previous inspection. Since then a computer area has been added as well as a new reception classroom. A larger administration office has been re-located and positioned so as to greet visitors to the school immediately upon their arrival. Both the library and a Year 1 class offer cramped conditions and the swimming pool is out of service. There is no direct access from the Nursery to their play area. All the school buildings and outside areas are well kept and maintained. There is a large grass playing area with playground equipment and a hard play area. The interior is welcoming and spacious and provides a good environment in which pupils can learn and develop. Disabled access and toilet provision is also provided.

60. The school has an adequate range of resources overall. They are good in physical education and information and communication technology but unsatisfactory in religious education and in the Foundation Stage. Field trips in geography and history make a valuable contribution and where resources are good they considerably enhance pupils' learning. Resources are well organised and easily accessible.
61. The budget is well managed and spending, which is carefully accounted for, is set against the costed school improvement plan priorities. There is a carefully planned accumulated sum that is set aside for the development of a computer suite and a special needs teaching room. All grants are used well and appropriately. The school ensures that its budget for special educational needs, including that allocated by the local education authority, is appropriately directed towards supporting the identified pupils. Overall, good use is made of new technology for administration, development of the curriculum and as a tool for teaching.
62. In order to provide best value the governors and the headteacher appropriately compare the performance of the school and the achievement of its pupils against other primary schools locally and nationally. They do not compare their costs with other schools. Staff are consulted on priorities for development but as yet not all subject co-ordinators provide development plans or produce costed bids. The views of pupils on their perceptions of the school have been sought and informal opportunities are available for parents to express their views to the headteacher. Challenges are set to do better each year through analysis of standards achieved, which prompts the targets set. As policy, the governing body sought three tenders before commencing the recent building work. The governing body now needs to extend this competitive element, so that it can clearly evaluate costs against effectiveness when planning all its expenditure. The school has reserved sufficient finance to cover the cost of improving facilities for information and communication technology and for children in the Nursery. Overall, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. Staff and governors should work together to address the following issues.

- Continue to look for ways to improve the accommodation, facilities and resources for children in the Nursery and Reception class so that staff can more easily provide the full curriculum.

(Paragraphs 30, 59, 60, 64)

- Improve standards in religious education by:
 - * ensuring that all aspects of the curriculum are taught in sufficient depth, particularly Christianity and Judaism;
 - * monitoring teachers' planning and pupils' work to ensure the pace of learning is maintained;
 - * improve the range and quantity of resources;
 - * planning appropriate visits and encouraging speakers to enhance the quality of the curriculum.

(Paragraphs 7, 60 144, 145, 147, 148)

- Improve provision for pupils with special needs, particularly in English, by:
 - * more closely targeting their support;
 - * more consistently directing the expertise of support staff;
 - * using the expertise of staff with specific responsibilities for special educational needs to support teachers with their planning.

(Paragraphs 9, 29, 56, 83, 96)

- Provide a daily act of collective worship so that the school fully meets statutory requirements.

(Paragraphs 37, 55)

Staff and governors are also encouraged to take note of the following issues.

- Continue to develop the curriculum so that pupils are fully prepared for life in a diverse multi-cultural society.

(Paragraph 40)

- Continue to work with parents to encourage them to become more involved in their children's learning both at home and in school.

(Paragraph 49)

Through its school development planning process, the school has already identified the need to improve practice and facilities in the Foundation Stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	28	22	0	0	0
Percentage	5	16	44	35	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	11	171
Number of full-time pupils known to be eligible for free school meals	N/a	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	27

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.8

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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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
	2002	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	15	15	15
	Total	29	29	20
Percentage of pupils at NC level 2 or above	School	97 (90)	97 (83)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	15	15	15
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	97 (86)	100 (90)	100 (90)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	17	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	9
	Girls	14	12	16
	Total	21	18	25
Percentage of pupils at NC level 4 or above	School	81 (95)	69 (86)	96 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	9
	Girls	15	14	17
	Total	21	20	26
Percentage of pupils at NC level 4 or above	School	81 (86)	77 (91)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	169	5	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	20
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	167

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	19
Total number of education support staff	2

Financial year	2001/02
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	£
Total income	413,237
Total expenditure	406,808
Expenditure per pupil	2,285
Balance brought forward from previous year	38,348
Balance carried forward to next year	44,777

Total aggregate hours worked per week	34
Number of pupils per FTE adult	9.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	9.2
Number of teachers appointed to the school during the last two years	9.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	182
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	49	0	0	0
My child is making good progress in school.	49	47	4	0	0
Behaviour in the school is good.	32	66	0	0	2
My child gets the right amount of work to do at home.	23	60	13	4	0
The teaching is good.	57	34	2	0	6
I am kept well informed about how my child is getting on.	47	43	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	19	6	0	0
The school expects my child to work hard and achieve his or her best.	68	28	4	0	0
The school works closely with parents.	45	47	6	0	2
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	53	38	6	0	2
The school provides an interesting range of activities outside lessons.	21	53	15	0	11

Other issues raised by parents

Parents are generally positive about the school and pleased with the education provided. They believe there have been significant improvements since the last inspection. A few parents think that there had been some issues of bullying at the end of the school day.

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

64. Curricular provision and teaching are not as good as they were at the time of the last inspection although they are broadly satisfactory overall. Since that time, there have been significant national developments for children in the foundation stage of learning and clear expectations identified in relation to the six areas of learning. Until recently, co-ordination of this stage of learning to ensure smooth progression and continuity of learning in the Nursery and Reception class has been weak. Senior managers and the governing body have recognised this and recently appointed a Foundation Stage Co-ordinator. Although insufficient time has passed for this to have had significant impact on the quality of education provided, key features have been identified and are beginning to be addressed. Staff have recently worked with support from the local education authority to improve their planning and significant improvements can be seen over recent weeks. A key weakness that still remains is the planning of work for the outside area. Although children have opportunities to play outside, learning objectives are not clearly identified and activities are not formally structured to systematically develop their knowledge, skills and understanding. Opportunities for children to play outside are restricted as there is no direct access from the Nursery to the outdoor area and the Reception class does not have a specific outdoor play area. Staff are aware of these problems and have identified the need to make access more appropriate. It is not clear, however, how they will ensure a good outdoor curriculum for those in the Reception class. Although the current senior management team are aware of the need to purchase more resources for the Foundation Stage, over the years there has been a lack of provision and facilities and resources in both the Nursery and Reception class are below those found usually for children of this age. For example, children in the Reception class do not have easy access to good water play and in both the Nursery and Reception class, furniture is inappropriate so that displays of the children's work can not be seen well by the children themselves.
65. The quality of teaching is satisfactory overall in the Nursery and Reception class. Teaching is good for some aspects of creative, physical, personal, social and emotional development and children's knowledge and understanding of the world and satisfactory in communication, language and literacy and mathematical development. Teachers and support staff successfully develop the children's good attitudes to learning and good behaviour by the time they start Year 1. Staff show good levels of care and respect for the children and this helps them to settle into school life. Support staff in the Nursery play an important role in developing the children's learning and in supporting their achievements. No support staff were observed in the Reception class. Staff are in the process of reviewing the way in which they assess what children know and can do and record their progress. This area needs developing as the current arrangements do not ensure that appropriate records are developed as children move through this stage of learning.
66. In previous years, pupils' attainment on entry to school was below that seen nationally for children of the same age. However, children in the current Nursery and Reception class showed attainment that was broadly average but slightly lower in communication, language and literacy. Children, including those with special educational needs, are making satisfactory progress. By the time they start in Year 1, most children currently in the Reception class are likely to reach average standards in communication, language and literacy, mathematical, physical, and creative

development, and knowledge and understanding of the world. A few pupils are working at a level below that expected in reading and writing and are unlikely to reach the nationally expected standard. Standards are likely to be above those seen for children of the same age nationally in personal, social and emotional development.

Personal, social and emotional development

67. Staff have developed good relationships with parents, who are encouraged to be involved in their children's learning. This, together with a good induction programme, helps children to settle in the Nursery on a part-time basis and then settle quickly into school routines full-time in the Reception class. A caring learning environment is created where children understand the structure of the day and by the time they enter Year 1, most have good attitudes to learning. Children are helped to develop good relationships by working and playing with each other. For example, in the Nursery they were playing well in the dinghy whilst in the Reception class, several children worked together acting out the roles of mechanics in the class garage. Children are encouraged to recognise the importance of keeping healthy and are aware of personal hygiene issues. Staff display good examples of how children should behave and have high expectations of behaviour. They use a range of appropriate strategies to encourage children to moderate their behaviour when excited, to gain their attention and to follow instructions. The tasks provided ensure a good balance between teacher-directed activities and times when children are able to work without direct adult supervision. This develops the children's confidence and a growing independence and initiative when they are presented with choices. Children in the Reception class also gain a good understanding of their own learning when they make a choice of four activities from a range offered, and evaluate what they have done at the end of the session.

Communication, language and literacy

68. Staff provide an environment which encourages children's speaking and listening skills and supports the developing use of vocabulary. They recognise that some children enter school with speech and language which is below that seen nationally for children of this age and that they need encouragement to develop confidence in speaking. Some good examples were observed, for example, when the teacher and nursery assistant encouraged the children to talk about the coloured ice that was melting and in the Reception class when children found out about, and identified, features in the place they live. Children also develop their listening skills when the teachers read stories and ask questions on what has happened or what might happen next. Children's speaking skills are also systematically developed through the provision of specific activities, such as the imaginative play areas. Most pupils make good progress and have the confidence to speak with adults and each other.
69. Most children are interested in books, handle them carefully and show enjoyment in a range of stories. Children were seen responding well to the stories of *The Wicked Pirate* and *Captain Duck*. These books reflect the chosen topic of work and consequently maintain the children's interests well. Good reading of the stories, for example, encouraged the children to identify rhyming words such as door and more and duck and truck, thereby increasing their confidence with reading and developing their language. Children in the Reception class were also seen responding well to a non-fiction book which related to the previous day's work on road safety. Following the reading of the book and careful questioning of children, the teacher developed their understanding of speech bubbles. Regular sessions support children in their recognition of letters and the sounds that they make and standards in reading are broadly in line with those seen nationally. Some children in the Nursery can name their favourite stories and say that they read books at home and the higher-attainers in

the Reception class read their books well with good understanding. All children are encouraged to read regularly with their parents at home, which has a significant effect on the progress that they make and the standards that they achieve.

70. On entry to the Nursery, children develop their writing skills by learning how to hold the pencil correctly and recognising and writing their own names. They become aware of writing for different purposes through, for example, writing tickets for the boat rides. They also have opportunities to work with an adult or independently in the writing area recording their ideas or writing letters. These skills are developed in the Reception class, for example, when children are encouraged to follow the teacher's examples and complete speech bubbles. A limited amount of writing was seen during the inspection but a scrutiny of past work indicates satisfactory progress.

Mathematical development

71. The children's mathematical skills and understanding are developed satisfactorily during specific sessions, and consolidated through daily play activities. In the Nursery, children learn to count through singing a range of number songs, recognise numbers to five and develop their understanding of shapes, such as a triangle, circle and square. They also learn the correct vocabulary when developing their concept of size whilst putting three boats in order and learn the early skills of data-handling as they create a bar chart on different forms of transport. Appropriate equipment is available for children to develop an understanding of 'heavier' and 'lighter' as they place toy bears on each side of a scale to make it balance. In the Reception class, children were seen enjoying their mathematics lesson and working with numbers. Here, again, children sang songs such as *Ten Little Dinosaurs*, which developed their understanding well of 'taking one away'. As the teacher in this lesson recorded what they were singing about one pupil identified the number pattern which went 'down one each time from 10 to 0'. The teacher quickly extended this point, thereby fully challenging the higher attaining pupil whilst maintaining the interest of the other children. By the end of the lesson, most children understood the operation and related vocabulary in relation to addition and subtraction at an appropriate level; counting and matching objects to 10 and also subtracting by 1. Children further their data-handling skills by recording the numbers of different coloured cars.

Knowledge and understanding of the world

72. Children develop their knowledge and understanding of the world through taking part in a range of play activities and during specific sessions led by the teachers. In the Nursery, children were seen developing well their understanding of boats and water. The imaginative play area was set up as a boat yard with a dinghy available for children to use. Not only was this a good activity to develop the children's understanding but it also built on the children's experience of their surrounding area where boats and sailing are key features. In the same lesson, children observed coloured ice-cubes melting and were successfully encouraged to talk about the changes occurring. The nursery assistant developed the children's vocabulary well as she asked them to comment on the colour of the resulting water which contained sparkles. Children also develop their observational skills further when looking at a range of artefacts on 'The Natural Area' table and when looking at, and caring for, the pets in the Nursery. In the Reception class, children develop an understanding of where they live by making maps of the local area or playing with a floor map where they place key features such as their homes, animals on the farm, cranes at the docks and boats on the river. Photographic evidence indicates how a walk in the snow stimulates their learning through observation and experience. Most children thoroughly enjoy using the 'garage' where they act out the roles of mechanics and customers, using tools to repair the car or filling the tank with petrol. Their skills in

using the computer are also satisfactorily developed through the use of a range of programs which also help to develop their literacy and numeracy skills. Children celebrate key festivals such as Christmas and are beginning to understand the activities associated with them. Their spiritual development is also extended through learning about the Creation Story.

Physical development

73. Staff report that it is difficult to give children regular opportunities for physical education through playing outside. However, during the inspection this was seen, for example, in the Nursery when children climbed, balanced and used the slide as well as riding bikes, cars and scooters. Children in the Nursery also have a weekly physical education session which takes place in the hall. In one of these lessons observed, the children made good progress because they were very interested in what they were doing and became fully involved throughout. The teacher and nursery assistant had high expectations of what the children could do. Their enthusiasm spread quickly to the children as all took part in an activity related to the book about pirates, which they had read the day before. The lesson was well planned so that the children build systematically on what they had learnt previously, and the good pace of learning continued as the children moved around a circuit of activities acting in the role of pirates retrieving the stolen treasure. Language was developed well as the teacher emphasised the need to go 'under the sail' and 'over the plank' and children followed instructions well. Unfortunately, appropriate resources, more suited to the age and height of the children, were not available so the teacher and nursery assistant were hindered in what they could do. Throughout, however, they paid close attention to health and safety issues. Children in the Reception class were also observed in a lesson that took part in the hall and here, too, teaching and learning was good. The teacher clearly explained what the children were to do so all took part after following instructions well. They also used the space to travel in a variety of ways, sometimes using the mats to balance on different parts of their bodies. Learning developed at a good pace as new activities were introduced. For example, when the children were asked to jog, the teacher also checked to see if the children knew what she meant by this term. In response, one child offered, " It's in the middle of running and walking".

Creative development

74. The children's creative development is successfully fostered through a range of activities. In the Nursery, the children's work on display showed development of cutting and sticking as they made owls, and painting, through the creation of the 'Rainbow Jungle' display where they used sand and paint to create texture and they sponge printed monkeys. In the Reception class, children's work on pets was displayed and showed how they had joined materials using glue and split pins and used a hinged mechanism to allow movement in the cats' ears. Some effective work was also seen in the display of 'The Creation Story' where children had interpreted the story in a stimulating way. They also had looked at the work of artists such as Mondrian and the resulting collages were of a good quality. Some good examples of children's work, which they had done at home, were on display. Good links had obviously been made between home and school as parents were encouraged to support their children's learning when making models of pets out of recycled materials. All these activities showed how teachers had stimulated the children's interest and linked their creative work well to other areas of learning.
75. The children's responses are also developed through specific music sessions and through singing rhymes and songs. In one good music session in the Nursery, children enthusiastically enjoyed playing a range of instruments knowing which to

'shake' and which to 'beat'. Approximately half of the children were able to use the instrument in time with the beat of the song and all made good progress due to the enthusiasm and good management of the teacher. Also, in the Reception class, good formal music sessions help the children to appreciate and respond to music and develop their performance skills. In one lesson observed, the teacher linked the work to the topic of transport and asked the children to identify types of transport in a picture. This was followed by the children listening to a tape and matching the sounds heard to different types of vehicles. These activities extended the children's listening skills well and kept them fully involved. Careful questioning by the teacher resulted in the children identifying loud and soft sounds and slow and fast moving traffic. The teacher then carefully extended the learning by asking children to choose an instrument to represent a vehicle. A new song was introduced and by the end of the lesson, children had made good progress in listening and performing. The role-play areas in both the reception classes provide satisfactory opportunities for children to play co-operatively and develop their imagination. They extend their language skills satisfactorily by re-enacting familiar situations or making up their own.

ENGLISH

76. Results of national tests in 2002 for pupils in Year 2 and Year 6 were broadly in line with those found nationally but the percentage of pupils reaching a level above that expected for their age was below average. These standards reflect those seen at the time of the last inspection for pupils in Year 2 but indicate an improvement in performance for those pupils in Year 6. Evidence gathered during the inspection shows that most pupils in Year 2 and Year 6 are working at levels appropriate for their age.
77. Speaking is well developed and most pupils contribute confidently in groups and lessons. They generally answer in sentences and give reasons for their responses readily. Discussion is rightly encouraged in most lessons and is often beneficial to learning. However, a small group of older boys in two classes contrive to hold conversations that have nothing to do with the task in hand. Too often they draw others into these diversions and away from what they should be doing. Pupils' listening skills are generally good, whether it is an adult or a child who is talking. Pupils understand well what is being asked and respond verbally or by carrying out tasks as expected.
78. Standards of reading are good by Year 2 and there are few pupils who cannot gain meaning from print readily. For most, reading or reading of stories is a preferred activity and pupils are generally fluent. Many pupils are above average readers. They read with enjoyment, emphasising important words or phrases; some are expressive in characterising voices and recounting action. Some are adept at using information books and put their good knowledge of the alphabet to effective use. They can put what they have read into their own words whether retelling a story or recalling information. Most pupils in Years 3 to 6 can read satisfactorily and an above average proportion read well when compared to expectations of their age. Some pupils use books from schemes that develop skills and vocabulary progressively; the great majority are 'free readers' and are given access to a range of real books in school and to take home. Lower attainers use a range of strategies to read, their preference being to match sounds to letters and build up words they are not familiar with. Higher attainers are adept and fluent readers of a range of texts. Older higher attainers use higher order skills such as skimming and scanning to locate what they are looking for. Older pupils have satisfactory knowledge of accessing and using information in a library and via the Internet and there are good planned opportunities to do so. The

library is not very exciting and does not have many useful books as most books have been moved into classrooms so that pupils can have easier access. The school has plans to move it into a more suitable area and develop it further and this should assist with further improving literacy skills. A lunchtime library club is effective in introducing younger pupils to a wide range of story books.

79. In Year 3, pupils were excited by a poem about a dragon who came to school and performed it animatedly to their classmates, putting in good expression and using great energy. In Year 6 pupils were able to read a difficult text giving reasons for and against the argument "Should mobile phones be banned in schools?" They were able to summarise the arguments and present them to the class, whilst higher attaining pupils were able to add arguments of their own.
80. In Years 1 to 6, the pupils' good handwriting skills which are evident in their handwriting books, are often not transferred into other subject books where work is sometimes untidy, messy and little attention is paid to presentation of work. Letters are often not joined up and there is not consistent or systematic use of pens in the older classes to give work a finished appearance. Pupils' writing skills are developing well as a result of recent initiatives by the school. Pupils in Years 1 and 2 are beginning to be confident writers, able to organise their thoughts into sentences with full stops and capital letters in the right places.
81. In Years 3 and 4, punctuation is beginning to be used well, and by the end of Year 6, most pupils employ speech, exclamation and questions marks appropriately to punctuate their writing. They experience, and are beginning to create, a good range of styles for different purposes and audiences, such as explanations and newspaper reports, biographies and diaries. In Years 5 and 6 they compile banks of words and phrases to create atmosphere and build suspense when setting a story, and learn how to write in the style of a myth. By Years 5 and 6, their writing is also developing in quality and quantity and pupils are producing work of an average standard. All pupils in all year groups learn useful and features of word-processing, and by Years 3 and 4 they use computers to reorganise and redraft text.
82. Teaching overall is satisfactory with some excellent features in Years 3 and 5. More effective teachers introduce lessons and share their expectations and the learning objectives so that pupils know what they have to do and by when. These outcomes are challenging and based on secure knowledge of both the subject and the learning needs of pupils. There is constant checking and focusing on progress towards the outcome. The final part of lessons is used effectively to ensure that the teacher has good knowledge of how targeted groups and individuals have got on and that all pupils' learning is reinforced. Some teachers' planning is not sufficiently detailed or informative enough about how the teacher is intending to move all pupils' learning on. There is also little indication that responses to pupils' work are based consistently on the outcomes set for them. There are sometimes just brief comments about presentation or spelling as well as praise in the form of, for instance, "brilliant" or "excellent work". In the best cases, there is an indication of how well the pupil has met what was asked for or how they could improve. Homework is set regularly and supports the learning in class.
83. Teaching assistants support learning well. They know particular pupils well, especially those having special educational needs, and are effective in preparing and helping these pupils to make good progress. Most pupils make satisfactory progress in most lessons and over time. However, there is a small group of boys in Years 4 and 6 who need more support in lessons to keep them on the task, if they are going to make

sufficient progress. Work also needs to be more accurately matched to their learning needs. When teaching is more effective, pupils show that they are capable of making good progress.

84. The great majority of pupils enjoy the subject and are keen to learn. They pay good attention and respond promptly and thoughtfully to adults. They try to produce their best work and effort and persevere with tasks until they are finished. In two classes, a small minority of pupils restrict their own learning as they chat. However, most take pride in what they do and help make lessons a positive and productive experience.
85. The subject is well managed by an experienced and well-qualified teacher who has overseen the satisfactory introduction of the National Literacy Strategy and has been able to check that it is still being followed consistently and effectively in classrooms. She has been given opportunities to observe and advise colleagues directly. Advice for teachers on planning and raising standards is given in planning meetings and areas for further development are identified. For example, recent initiatives in developing writing are beginning to raise standards but strategies to improve attainment for older boys and gifted and talented pupils are too new to have had any impact on standards as yet. The school is beginning to identify consistently when literacy skills can be developed and used in other subjects such as in Year 4 when pupils selected key words and phrases from a history text about the Egyptians. The use of information and communication technology to support the teaching of literacy is good.
86. Accommodation and resources are adequate to teach the full curriculum and the subject benefits from the knowledge and efforts of teachers and teaching assistants. The school has made good progress since the last inspection in improving practice and raising standards.

MATHEMATICS

87. Pupils in Year 2 attain standards in line with the national average in numeracy and other areas of mathematics. This judgement is based on the standards of work seen in the current Year 2 class and the results of the 2002 national tests where standards attained were in line with the national average and standards found in similar schools. As a result of the good teaching seen and the successful introduction of the National Numeracy Strategy, the pupils currently in Years 1 and 2 are making good progress in mathematics and are achieving well.
88. The standards of work seen during the inspection in the current Year 6 class are also in line with the national average and this represents a good improvement since the last inspection when standards were judged to be below average. The very good teaching seen and the positive attitudes of the pupils to the subject mean that pupils of all abilities make good progress. The 2002 national tests showed pupils to be reaching standards similar to the national average with a much higher than average number of pupils exceeding the expected level in their tests. When compared to similar schools the standards attained were much the same.
89. Pupils with special educational needs are given work that is closely matched to their specific needs and make the same progress as their peers. More able pupils are sometimes withdrawn from lessons to work with a skilled classroom assistant in small groups to tackle more challenging work. They most certainly rise to the challenge and make very good progress in these sessions. For example, a group of six Year 2 pupils were seen solving a complex problem requiring around thirteen

different steps to find the answer. They worked very well together and showed intense concentration and were totally absorbed in finding the correct answer. They were delighted when they successfully completed the problem and were very proud of their achievement. Some very able Year 6 pupils are also able to extend their learning and benefit from attending classes in mathematics in the local secondary school.

90. At the end of Year 2, pupils understand the language of number, have a good knowledge of place value to at least a hundred and can quickly recall addition and subtraction facts to twenty. More able pupils are confident in working with numbers to a thousand or more. Pupils know the names and some of the properties, such as the number of sides and corners, of two-dimensional shapes and the number of faces and edges of three-dimensional shapes. They solve shopping problems to a pound with more able pupils accurately working to five pounds or more. Pupils recognise fractions such as a half and a quarter and use this knowledge in practical situations. The majority can tell the time to the quarter hour although a few pupils find this skill difficult and are still only able to tell the time to the nearest hour. Pupils compare lengths with reasonable accuracy using standard measures such as a centimetre.
91. By the end of Year 6, pupils have progressed to having a good understanding of place value, including numbers with two or more decimal places and more able pupils are confidently working with numbers to over a million. Pupils accurately add, subtract, multiply and divide two and three digit numbers with the majority able to work to two decimal places. They find the perimeter of simple and composite shapes and then the area using the correct formula. Graphs, including line graphs, are accurately drawn and pupils are able to interpret them, giving clear reasons for the conclusions they draw. Much of their data handling is linked to information and communication technology work and this successfully supports learning in both subjects.
92. The quality of teaching is good in Years 1 and 2. In Years 3 to 6 it is currently very good or occasionally excellent and the pupils are learning at a very good rate. Such very good quality teaching is having a very positive effect on the pupils' learning and is ensuring that very good progress is made. Planning is good throughout the school and is firmly based on the National Numeracy Strategy. Teachers usually plan lessons with due regard to the prior attainment of their pupils and the content is carefully designed to meet their specific needs. This was clearly seen in a very good Year 6 lesson on area. All pupils were given work carefully tailored to their prior knowledge and designed to move them on at a fast rate. Less able pupils were finding the area of squares and rectangles while the majority were calculating the area of composite shapes made up of squares and rectangles joined together and the more able finding out how to find the area of a triangle. By the end of the lesson, all pupils had made very good progress in their knowledge and understanding and were ready and eager to learn more. Teachers have very good class management skills and create a calm and purposeful working atmosphere in which pupils can concentrate and learn effectively. Pupils respond well to this and behaviour in lessons is good with pupils eager to learn and enthusiastic about the work provided for them. An example of this was seen in the very good and imaginative Year 5 lesson about magic squares. The teacher had the whole class highly motivated to learn and they all behaved well and learned at a very good rate. Good relationships are a strong feature with pupils being attentive to their teachers and able to work well together. Suitable homework is set to support and extend the work in lessons and is completed successfully by the majority of pupils. The standards of presentation in pupils' books varies between classes with some teachers insisting on neat work and others accepting more careless work. As accurate working is important in mathematics, a more consistent approach is desirable.

93. The management of the subject is good and has a significant impact on achievement. Planning and completed work are monitored to identify areas for improvement and to celebrate success. Some teaching has been monitored and there are firm plans to do more observations in the near future. Assessment procedures are good and are used well to plan suitable work in lessons. Since the last inspection there has been a very good improvement in the mathematics provision with much improved teaching and higher standards at the end of Year 6.

SCIENCE

94. There has been good improvement in science since the previous inspection. At that time, standards were average in Year 2 and below average in Year 6. Teacher assessments in the 2002 tests showed that almost all pupils attained the nationally expected standard at the end of Year 2 and standards in Year 6 were around the national average.
95. At the time of the inspection, almost all pupils in Year 6 are achieving Level 4, the nationally expected standard, in their knowledge of materials and their properties and in their knowledge of physical processes. In aspects of their knowledge of life and living processes more able pupils in Year 6 are exceeding national expectations and are attaining at Level 5, the higher standard. In Year 2, most pupils are working at Level 2, achieving around the national average. There has been a significant improvement in standards by the end of Year 6 since 1998, and this improvement is in line with the national trend. There is no significant difference in attainment of boys or girls, but by Year 6, boys have more confidence to volunteer answers more frequently to the more challenging questions.
96. Throughout the school most pupils make satisfactory progress in their understanding of scientific concepts and knowledge, because of the structure of the curriculum that repeats areas of learning as pupils progress through the school and the practical approach to science teaching adopted by all teachers. The development of scientific enquiry skills is not so well planned in the curriculum. Consequently, up to the end of Year 2, there is insufficient emphasis placed on developing observation skills using all the senses to investigate and observe. Also, by Year 6 the skills involved in planning investigations and interpreting data from charts and graphs are not as well developed as they could be. The data handling skills taught in numeracy, are used in science but the link between the two is not specifically planned. Although all pupils are fully included in the planned curriculum, the progress of pupils with special needs and the lower attaining pupils is uneven. These pupils make appropriate progress when they are well supported. During the inspection examples were seen, in both infant and junior classes, of these pupils not being given sufficiently specific planned support. As a consequence they lost confidence and either became frustrated or lacked the motivation to persevere with their tasks. Therefore, on these occasions, their progress was not satisfactory.
97. Apart from these instances, the attitude of pupils to their science learning is good throughout the school. Pupils are keen to work in a practical manner. Examples were seen in practical lessons on electricity where attitudes were very good. This was because the pupils felt appropriately challenged yet they knew they could obtain adult support when they needed it.
98. During the inspection, pupils in Year 6 were revising for the statutory end of key stage assessments. At this time they demonstrated a good knowledge of food chains, the

adaptation of plants to their environments and the classification of animals. In discussion and in their books, they showed a sound understanding of forces such as friction and air resistance and from their study of light they could explain clearly how a shadow is formed. Year 6 pupils mainly use correct vocabulary when talking about science. Standards in Year 5 in relation to pupils understanding of electrical circuits are good; the teacher building well upon previous work in Year 3. More able pupils in Year 5 are starting to find ways of connecting a circuit to include a switch and two light bulbs that work independently.

99. Year 2 pupils are starting to make predictions based upon their prior experiences and to learn that certain conditions should be the same if they are to make appropriate comparisons. Examples were seen of these skills developing as they examined the absorbency of a range of papers. In Year 1, pupils were enthusiastic to use magnifying sheets to observe features of a flowering plant but their skills of observation needed further development.
100. Teaching of science is satisfactory in Years 1 and 2 and good overall in Years 3 to 6. All lessons are well constructed with resources readily available and when teaching is good the lessons proceed at a good pace. The specific role of teaching assistants for targeted groups of pupils is not planned and this is a weakness in the provision. Teachers question pupils skilfully and use clear demonstrations so that all are involved, interested and challenged. Pupils in Year 2, for example, were animated in discussion and quick to identify when what their teacher was showing them was not fair. Sometimes, teachers' subject knowledge is not secure enough to maximise opportunities and to ensure that pupils are developing the correct concepts. For example, when a teacher was demonstrating a series circuit with apparently only one of the two bulbs alight, the chance to clarify pupils' understanding of broken and intact circuits and to ascertain the cause in a scientific manner was not fully exploited. In another year group, where pupils were investigating using magnets, the properties of the range of materials being investigated and the impact of the magnetic force was not made clear to the pupils. In the better lessons, the end part of the session is used well to consolidate the learning and to expand the pupils' ideas.
101. The standard of teachers' marking varies considerably and is satisfactory overall. There are some examples of very good marking and in these instances pupils are given very precise information on the strengths of their work and where they need to develop further. This marking is obviously beneficial to the pupils as they write considered responses to the teachers' comments. Almost all teachers provide good ongoing support while the pupils work, but no recording of these assessments by either teachers or teaching assistants was seen during the inspection. Assessments of pupils' previous work are not provided for most classes. An example of good practice was seen in one year group where, before starting a new subject area, such as electricity, pupils wrote down in their books two things they could remember from their previous work. This gave the teacher an understanding of where to start the new work. In other year groups, possibly because of the lack of previous records, some inappropriate work was provided at the start of a new topic, such as older pupils identifying sources of light.
102. The head teacher undertakes the co-ordination of this subject and is keen to continue to raise standards and the profile of science in the school. She has shown good leadership and understanding of the priorities for development since taking over this subject. This included redesigning the curriculum with the work planned to be interesting and to meet pupils' needs. Teachers are guided by the curriculum planning, but would now benefit from a more detailed scheme of work that includes

investigative skills and further guidance on expectations of standards. Links with information and communication technology are well planned into the curriculum, but are not yet strong enough in practice. For example the school has recently purchased electronic sensors and digital microscopes but no evidence of their use was seen in pupils' books. The curriculum is enriched by using the school pond for habitats, but more use could be made of the school's grounds and outstanding location. For example, younger pupils, in their study of plants did not visit the school's herb garden or investigate the role of the root system by trying to pull plants from the soil and older pupils do not use the river estuary for their study of habitats. Pupils all cover the full curriculum and are all given the same revision and therefore equality of opportunity.

103. Appropriate assessment procedures are established but they are not consistently used and their impact has yet to be felt. The results of the statutory Year 6 tests have been analysed but as yet this has not had an impact on the curriculum or the teaching throughout the school in order to help teachers concentrate upon areas of weakness. There is no target setting system or a system to track pupils' progress. Teachers have been given training in linking science with literacy and numeracy, such as interpreting data, but as yet this has not had a full impact. The co-ordinator has just started to monitor the teaching in lessons. Currently she monitors the pupils' books and planning to ensure the planned curriculum is being taught. The co-ordinator and teachers now need to evaluate the teaching and planning in order to identify how to improve the provision. There are bird watching and gardening clubs. These provide pupils with an extended and enriched experience.

ART AND DESIGN

104. Standards in art and design throughout the school, and at the end of Years 2 and 6, are above average and rates of progress are good. This shows a good improvement in art and design since the last inspection.
105. Pupils experience a broad range of work in art and design including two and three-dimensional work and have experimented with a good range of appropriate media. This includes poster paints, water colours, pastels, coloured pencils and crayons, a range of drawing pencils, collage, paper and fabric printing and weaving, and ceramics and sculpture.
106. A feature of art and design in the school is that pupils have many opportunities to study the work of famous artists, to examine their techniques and to respond to their ideas in their own work. For example, in Year 1, pupils create colourful geometric painted pictures in the style of Kandinsky and use numbers 0-9 in paintings that emulate Jasper Johns Zero Through Nine painting. In Year 2, pupils use cut and torn paper to create very colourful pictures with good strong design in the style of Matisse, and create black and white collages in the style of Bridget Reilly. Three-dimensional didgeridoos were inspired by Aboriginal art.
107. Year 3 pupils create colourful, bright, geometric designs using thin and wide strips of paper inspired by the style of Paul Klee's Egyptian work 'Highways & Byways'. Michael Brennand – Wood's work 'Slow Turning' inspired Year 4 pupils' work. This involved wrapping and binding wool around wooden lattice work and layering techniques using fabric which has been dip-dyed and printed with a range of animal and natural shapes and patterns. They also created flower pictures, looking through viewfinders at a section of a flower, after studying Georgia O'Keefe's work. Year 5 created acetate pictures using a dotted paint effect after the work of Chris Ofili and Year 6 created ceramic pots and pictures of geometric shapes in the style of Gustav

Klimt and Pablo Picasso, using paint, collage and layering techniques. All these activities develop good responses to a wide range of artists.

108. Another strong feature of art and design in the school is the integration of the subject into many other aspects of the curriculum. This results in pupils further developing their art and design skills (particularly drawing) and gives an added dimension to other subjects. For example, art was well used in religious education in Year 3, when pupils made Challah cloths using cloth and shiny paper to cover the special bread for the Jewish Shabbat celebrations.
109. The curriculum for art and design, which is based on an excellent scheme of work, is wide and varied and is enhanced by the careful teaching of art techniques such as water colour painting, colour mixing, fabric printing and ceramic work. Information and communication technology is well used in art and design to enhance the subject further.
110. Teaching in art and design is consistently good and skills are well taught progressively throughout the school, within a good range of creative opportunities. Teachers generally enjoy teaching the subject and lesson planning is good. A strong feature is the way pupils are encouraged to work as real artists, using an artists rag and working with materials in the way that artists do. Resources are satisfactory, readily available and well managed. Health and safety aspects when using equipment are emphasised and, as a result, pupils are careful with paint and scissors.
111. Pupils are well behaved in lessons, listen and watch with interest to demonstrations, and are both careful and creative in their work. They show an obvious enjoyment of the subject. Some useful opportunities for spiritual development were noted as pupils were encouraged to reflect on their own work in art and design, and to appreciate the work of famous artists. Cultural development is fostered in the work which pupils study from a range of cultures including Greek and Aborigine.
112. Leadership and management of the subject is good. The co-ordinator is very enthusiastic and continually adapts the scheme of work to meet the learning needs of the pupils, and gives advice and support to staff. She is beginning to collect together a portfolio of artwork to assist teachers with assessing standards. She also plans training for all staff in the subject, opportunities for pupils to work with practising artists and opportunities to exhibit their work locally. Art and design is making a good contribution towards fulfilling the aims of the school.

DESIGN AND TECHNOLOGY

113. Standards in design and technology are average and in line with what is expected at the end of Year 2 and Year 6. This reflects the findings of the last inspection. Pupils are making satisfactory progress in the subject, in designing, making and evaluating their designs, and then improving them to make them better.
114. Pupils are given a satisfactory range of activities and tasks to complete. In Year 1, they design and make vehicles that move with working cardboard axles and wheels, and in Year 2 they measure and make towers with a wind up mechanism, using wool, cotton reels and sticks, which winds up 'Incey Wincey Spider' to the top of the tower.
115. Good links are made between design and technology and other subjects. Pupils in Year 3 link their work in design and technology with their science work on chemical change. They make delicious Christmas cakes for their parents, and beautiful gold

boxes with cellophane tops to put them in. Pupils in Year 4 measure, cut and stick together boxes out of balsa wood and card, which they then decorate with coloured paper, and make a jack in the box or a bumble bee with cellophane wings to pop out of the box using a pneumatic syringe. They also make torches in connection with their electrical work on circuits, in science. Year 5 pupils make biscuits following recipes and make recipes of their own observing Health and Safety rules. They also produce accurate models of dragons with snapping mouths, and Year 6 design hats for papier mache heads they have made.

116. Pupils thoroughly enjoy design and technology, putting a lot of effort and creativity into their design. They are deeply engaged in the practical aspects of working out the best way to stick things together and create their designs. They behave very well, are enthusiastic and keen to learn new skills. They enjoy what they make, but are keen also to find ways of making their models better, so work hard to improve.
117. Teaching in the subject is generally satisfactory and better in Years 3, 4 and 5 where the teaching is rigorous, pays attention to detail and pupils are encouraged to develop precision in measuring, fitting and cutting. Resources for the subject are generally satisfactory and used well. There are good links with literacy as pupils write out their designs at length.
118. The co-ordinator for the subject makes a good contribution to the success of the subject, with the imaginative animal models which the children in the reception class make out of found materials, and the advice and help she gives to colleagues. The scheme of work identifies skills that need to be taught progressively, within a range of exciting activities which gain the pupils' interest. Design and technology and its practical aspects are making a good contribution to the aims of the school.

GEOGRAPHY

119. In Year 2 and Year 6, pupils have knowledge, skills and understanding which are similar to pupils of these ages nationally. Overall, they make good progress. This is due to sound curriculum coverage and good teaching. Evidence also indicates that all pupils have access to an appropriate curriculum so that those with special educational needs make similar progress to their peers. No differences were noted between the progress and attainment of girls and boys.
120. Discussions with pupils in Year 2, together with the scrutiny of work, show that pupils in Years 1 and 2 have learnt about appropriate topics and developed their geographical skills with a good focus on the local area. In Year 1, pupils become familiar with the local environment by looking at the area around the school and their journeys from home to school. From this, they learn their own address and identify some of the landmarks such as the local post office. In one good lesson observed, pupils developed their understanding of types of employment in the village and placed photographs of specific work places on a map. Good questioning by the teacher extending the pupils' thinking so that by the end of the session they could, for example, name the doctor, nurse and cleaner in the local surgery and jobs which were done on a local farm. Overall, pupils spoke positively about the area, identifying things that they liked and also highlighted the need to go to a local town to buy clothes or further afield to visit a castle and zoo. In Year 2, pupils develop their skills further by drawing maps of their journey from home to school and the key features on a map of the Isle of Struay. They are aware of differences in countries beyond their own and on a map of the British Isles they identify England, Scotland and Wales. Clear progression in pupils' learning can be seen between the two year groups. All these

aspects indicate that teachers relate pupils' learning well to their experiences and cover an appropriate amount of work.

121. In Year 3, pupils further develop their geographical skills, for example by using secondary sources and developing weather maps. In a very good lesson in Year 4, pupils achieved particularly well when using a computer program to store and retrieve information in relation to where and how pupils use their recreational time. The teacher had good subject knowledge and used this well to plan work which systematically built on previous learning and developed pupils' geographical knowledge and understanding and computer skills. His high expectations and clear explanations encouraged pupils to tackle the tasks with confidence as they worked together to input data and answer questions. His very good questioning was instrumental in developing pupils' problem-solving skills within a structured lesson where pupils were keen 'to have a go'. Overall, pupils' attitudes and behaviour were very good because they were interested in what they were doing. By the end of the lesson, pupils could use information and communication technology to present data graphically and using this data they could answer a range of geographical questions.
122. The display of work in the Year 5 class indicated that pupils gained a sound understanding of 'Rivers' using terms such as meander, confluence and source correctly. They also satisfactorily developed their mapping skills further by using an atlas to identify countries in Europe and major cities and rivers. A world map was also used to identify areas of interest in the news, thereby encouraging pupils to keep up-to-date with current affairs. Pupils in Year 6 were confident about their learning when talking with an inspector and also showed interest in learning about countries different from their own. They had enjoyed learning about Egypt and its neighbouring countries and, using photographs, were able to answer questions about Cairo correctly. Their literacy skills were developed well through making notes whilst watching a video and their computer skills enhanced by using the Internet to gain information, for example, about airports and currency. These activities ensured that pupils' interest was maintained and resulted in them being able to successfully contrast modern with traditional Egypt and talk about the importance of climate, religion and tourism in the country.
123. The pupils enjoy geography and the subject makes a significant contribution to the pupils' spiritual, moral, social and cultural development and their knowledge of the world and its peoples. In Year 3, for example, pupils identify differences in climate between India, China and Australia and show an understanding of how these may affect the way of life in each country. The outline of topics to be studied ensures continuity and progression of the skills and work to be taught and reflects those suggested in the National Curriculum guidance and Suffolk scheme of work. The co-ordinator manages the subject well but is restricted by the range and amount of other responsibilities. He is well qualified and has used his expertise to develop an appropriate action plan which highlights, for example, the need to plan to develop pupils' cultural awareness through the study of geography. He also sets a good example by using information and communication technology well and sees the need to extend this throughout the school in a more systematic way. The newly introduced assessment sheets will help teachers to record pupils' progress in a clear way without taking up too much time to complete. As they have only recently been introduced their effectiveness cannot yet be evaluated. The co-ordinator is also aware of the need to improve the range and quantity of resources. He is currently developing links to extend work with a contrasting location and continues to ensure that pupils benefit from a good range of visits to further their geographical knowledge, skills and

understanding. A key feature of the curriculum is the way in which teachers use the local area, and the pupils' own experiences, to enhance their learning.

124. The school has made satisfactory improvement since the last inspection and addressed the issue of lack of challenge for higher-attaining pupils. Currently, work is not set so much through the use of pre-printed worksheets but pupils are encouraged to investigate and solve problems, for example, that of waste and litter in the school.

HISTORY

125. Pupils in Years 2 and 6 are working at a level similar to others of the same age nationally. Most pupils achieve well because they are interested in what they do and the quality of teaching is good. This shows good improvement since the last inspection where the quality of teaching and pupils' responses were judged to be satisfactory. Pupils with special educational needs make similar progress to their peers as the work set is appropriate and they receive good support when needed. No significant differences were noted in the abilities and contributions made by girls and boys. Teachers ensure that all are included in the activities and take equal part in class discussions.
126. In Year 1, pupils develop a satisfactory sense of chronology by comparing old and new toys and gaining information from parents which helps them to compare birthday parties of today with those in the past. Not only does this help the pupils to discover how objects and activities change over time but develops their understanding of historical enquiry. Pupils also use timelines to identify how things change over time. In Year 2, pupils know about famous people and key events. A display of their work indicates a good understanding of the importance of William the Conqueror with pupils identifying some of his qualities, such as, 'clever', 'brave' and 'proud'. Good links were made with literacy as pupils were encouraged to write to William giving him advice, for example, to learn to speak English or finding someone who could. In one good lesson observed, the trainee teacher planned and prepared the session well and identified clear learning objectives. She shared these with the pupils so that all were clear about what they would learn and were expected to do. Pupils had been encouraged to work at home to find out about 'castles' and approximately half of the class had used the Internet. Others had used the library. A few pupils were asked to share their information with the class and all used their newly acquired knowledge when completing their class tasks. Not only did this develop good links with parents by encouraging them to support their children's learning but also developed the pupils' skills of historical enquiry and independent learning. Overall, pupils achieved well and by the end of the lesson knew that not all castles were the same but could identify key features.
127. In Year 3, pupils further develop their sense of chronology through the use of timelines and sequence the events of Boudicca's rebellion and the Roman evasion. In one very good lesson observed, pupils achieved well when developing their knowledge of the local area. The class was well prepared before walking to the local church where they extended their understanding of the changing importance of the church in the village and some of its key features. The teachers' very good subject knowledge was used well to plan and prepare work which systematically build on previous learning and challenged pupils of all abilities. The good adult/pupil ratio, which was achieved through parents, voluntary helpers and support staff accompanying the pupils meant all were well supported throughout. The teacher's enthusiasm acted as a motivating force for learning as she extended pupils' thinking. Her good questioning developed pupils' problem-solving skills well and, in turn, encouraged pupils to ask their own

questions and put forward their points of view. Pupils in Year 4 also develop their skills by using a range of resources to research, for example, school life in Ancient Greece and recording facts after viewing a video.

128. Pupils in Year 5 have sound knowledge and understanding of Victorian Britain and their knowledge of housing during this period was well developed during the inspection. Some good teaching was observed when pupils were encouraged to compare the housing of rich and poor. The teacher used her good subject knowledge well to develop pupils' problem-solving skills and answer their questions. Her good questioning resulted in pupils identifying the provision of inexpensive terraced housing for workers and the impact of changing technology on people's lives. By the end of the lesson, pupils were confident using pictures to answer and pose questions about the past. In Year 6, pupils also use pictures and reference books to find out about Henry VIII and his wives. In another good lesson, the teacher used her good subject knowledge to answer questions confidently and set challenges for pupils to research and investigate for themselves. Most pupils enjoyed the activity and showed an understanding of the importance of a male heir and problems with the Protestant and Catholic churches. Discussion with pupils in Year 6 show that they are aware that the past is divided into historical periods and they understand how historical evidence can be gained from a variety of sources. They realise, for example, that historical artefacts are important for finding out about the past and understand that historical events can be interpreted in different ways. Visits to local places of historical interest motivate pupils well and extend their learning. The school's commitment to include all pupils is reflected in its teaching of history where all are encouraged to take part and achieve. Relationships are good and this helps teachers to manage the pupils well. Most pupils have good attitudes to their learning.
129. Leadership and co-ordination of the subject is good. Although history has not recently been a key subject for development, senior managers have ensured that the curriculum has been appropriately developed in the light of national guidance. Pupils are provided with a good range of learning opportunities and the work set matches the variety of abilities within each class. The enthusiastic subject manager has a clear plan for development with appropriate priorities, such as more closely linking the teaching of history, geography and religious education and planning to encourage pupils' awareness of multi-cultural issues. Although in the best lessons pupils are encouraged to develop their literacy, numeracy and computer skills in history, she is also aware of the need to monitor these aspects as part of her work.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards by the end of Year 6 were judged to be above national expectations in the previous inspection and they are now judged to be in line. Since the previous inspection, the National Curriculum for information and communication technology (ICT) has been developed and there are now additional requirements. In the current Year 6, in some aspects, such as controlling devices, pupils are not working at their former standards and progress is just satisfactory. In other areas of the curriculum, pupils appear to be exceeding their previous attainment, such as in their ability to use Excel for data handling and to produce a PowerPoint demonstration with imported graphics and sound. Here, progress is good. Pupils' attainment is in line with expected standards in Year 2, as they were found to be in the previous inspection. All pupils are included well and there are equal opportunities for all. There is no difference in attainment of either boys or girls. Overall, teaching and learning is good.
131. Year 1 pupils use mouse techniques appropriately and by Year 2, both these and their keyboard skills are satisfactory. Pupils are familiar with the basic functions of a keyboard, including the shift key, space bar and return key. However, they work slowly as they find the letters on the keyboard and this limits the quantity of work produced. By the age of seven, pupils are aware of how to change the font, colour and size of graphics, to use a painting program to create images and to create simulations. Overall, progress is sound.
132. By Year 6, pupils' word processing skills are similar to those expected for this year group, but most pupils use only one finger to type text and this limits their speed and progress. Pupils work well together in pairs, for example when presenting, in literacy lessons, a reasoned argument. They experiment with the layout and with changing fonts, size, colour, the insertion of text and images from the Internet or Clip-art to maximise their impact. Their ability to present information using a desktop publishing package is less well developed. The standard of pupils' work using 'PowerPoint' (combining text, graphics, animation and sound effects) to create a presentation, such as in their topic on the Tudors is sound. Their ability to find information on the Internet through using a search engine is secure, but their ability to communicate information through sending electronic-mail messages is variable but overall below expectations. Pupils do not have sufficient opportunities to do this at school. Pupils' understanding of the use and benefits of ICT in the world beyond school and comparing ICT with alternative methods is sound. Pupils represent their results in a variety of forms, such as linear graphs, scatter graphs and pie charts, and enter data into spreadsheets. Pupils' work on repeating patterns has not been taken to the levels expected nationally. No evidence was seen during the inspection of pupils using scanners. Pupils' experience of using the digital camera, for example when making presentations, of using an electronic microscope and sensors for science, of using programs for composing music and of controlling devices is limited.
133. Overall, the quality of teaching and learning are good and pupils benefit from the better facilities for computing. Lessons in the ICT suite are generally well planned and organised effectively building upon pupils' prior work. Teachers provide structured learning opportunities to which pupils respond with enthusiasm. The specialist teacher and most class teachers have a secure subject knowledge, give appropriate demonstrations and explain the purpose of the lesson and the requirements of the tasks very clearly. Sometimes, they introduce the lesson in the classroom before taking the pupils to the suite. This is done well and pupils are clear about what is expected of them so they settle to work quickly and productively. Pupils with special educational needs are generally well supported and make appropriate gains in their

learning. Teachers plan so that pupils frequently need to work in pairs and this effectively develops their pupils' social development. Pupils have good attitudes to the subject and behave well because they are interested in what they are doing.

134. Overall, ICT is used well to support learning in other areas of the curriculum. Good use is made of ICT in developing pupils' basic literacy skills, for example in Years 1 and 2, in order to reinforce aspects of sentence writing. In history and geography, pupils have used the Internet for research. At times, pupils' attainment in ICT is good, due to the demands of using these skills to support other subjects. For example, in one Year 4 lesson, pupils used ICT well to present data graphically and then to investigate their data by answering questions. In a Y5 lesson, pupils used Excel spread sheets well to find the cost of the biscuits they intend to make for the Year 2 pupils in their design and technology lessons. In Year 3, pupils use simulations satisfactorily to learn about electrical circuits and potential hazards in the home. In Years 2 and 4 pupils use programs to enhance their understanding of the work of famous artists. Teachers of the older classes miss opportunities in science to use sensors to record information such as temperature changes and to use data handling software to record findings in tables and graphs.
135. The headteacher co-ordinates this subject and it has a high priority in the school's developmental planning. There is a newly equipped ICT suite and computers in most classes are networked. The headteacher is constantly adding to the range of resources and has just purchased interactive white boards, but these are not yet installed. Training for staff in using ICT in other areas of the curriculum has been implemented and is having a positive impact. A priority for development is the introduction of lap top computers to facilitate individual teaching programs for pupils with special needs. Appropriate assessment procedures are in place. Procedures to monitor pupils' progress are satisfactory and are well established but they do not include pupil self-assessment.

MUSIC

136. Standards in music are similar to those found nationally for pupils at the end of Years 2 and 6. All aspects of the subject are taught throughout the school including performing, composing and appraising music. There has been good improvement since the last inspection as standards have been maintained despite the appropriate focus on literacy and numeracy. Also, the quality of teaching is much improved. To ensure a consistent approach and maintain standards the school uses a published scheme of work to help non-specialist teachers when teaching the subject. This scheme is replacing the previous one and is still in the early stages of development but so far is proving to be popular with both teachers and pupils. The school is also using a very skilled part-time music specialist to teach Year 6 pupils and this is successfully raising their attainment, particularly in composing and performing. A small number of pupils take the opportunity to learn to play the violin or brass instruments with visiting tutors and make good progress.
137. Generally, pupils achieve well. Pupils of all ages sing tunefully and with due regard for phrasing and rhythm. Most of this singing takes place in class lessons, assemblies or rehearsals for concerts. From an early age pupils handle and play instruments as was seen in a Year 1 lesson with pupils playing a good selection of untuned percussion instruments with correct technique and obvious enjoyment. In Year 2, pupils understand that symbols can be used to represent sounds. They successfully follow a set of symbols using controlled voice sounds to show their understanding of musical terms such as diminuendo, crescendo, piano and forte. Year 3 pupils know

that different types of music are enjoyed by different groups of people. They put together interesting 'play lists' of selections of music they considered suitable for a given audience such as younger or older children. Older pupils in Year 6 use tuned and untuned percussion instruments to sensitively compose their own music based on the migratory flight of the Little Stint that is a visitor to the locality as it journeys between Africa and the Arctic. They also perform in public with other local schools and their efforts are much appreciated by the audience. Pupils listen to music from around the world in lessons, such as the Calypso in Year 5, and in assemblies. This makes a good contribution to the pupils' cultural development. Pupils with special educational needs are fully included in lessons and performances and attain similar standards in music to their classmates.

138. The quality of teaching is good overall with no unsatisfactory teaching seen. Good relationships are a strong feature with pupils behaving well in lessons and eager to be involved. In a very good Year 2 lesson the enthusiasm of the teacher was infectious and the pupils were extremely keen to join in. They were obviously pleased with their ability to follow a sound story about children going to a park to play football, especially the licking of the ice creams at the end of the game. Pupils' work is sometimes tape recorded to help them evaluate their own performance and that of others and to help them suggest ways to improve. Such recordings also prove useful in assessing standards reached by individuals and groups of pupils as they move through the school.
139. Pupils have other well-planned opportunities to perform in concerts and productions that are very well attended and enjoyed by parents and carers. The performance of 'Scrooge' last term was extremely well received and the pupils were justifiably proud. The use of information and communication technology to support learning in music is an area yet to be fully developed.

PHYSICAL EDUCATION

140. Standards attained in physical education are as expected nationally for pupils at the end of Years 2 and 6. Games, gymnastics and dance lessons were observed during the inspection but it is clear from teachers' planning and talking to pupils that all aspects, including athletics, swimming and outdoor activities, are taught over time. The very wide range of clubs for pupils to attend, organised and run by teachers, parents and local volunteers, gives all pupils further opportunities to develop their skills. Many pupils, including the more able, are well coached in games such as netball, rugby and football as well as other activities including skiing, sailing and cross country running and they reach standards above those expected for their age. The school teams that regularly participate in competitive games against other local schools have a high degree of success. Pupils with special educational needs make the same sound progress as their classmates as they move through the school. The improvement since the last inspection is good, as the range of activities has increased and standards have been maintained during a time when the school has focussed on the English and mathematics provision.
141. Pupils in Year 2 understand the need for a correct warm up at the start of each lesson. They know that exercise is beneficial to their health and that it raises the heart rate. In games lessons, they throw and catch large balls using a chest pass successfully with more able pupils throwing a ball accurately over an increasing distance to a partner. The progress made in games skills is very evident by the time they are in Year 4. Most pupils are confident in throwing and catching a small ball using one or two hands to catch it successfully. In dance lessons in Year 6 the pupils

move well to the mood of the music and are able to successfully follow a sequence of movements in the style of Native American dance. Pupils have swimming lessons throughout the school with the younger pupils using the school swimming pool and those in Year 5 going to the local Leisure centre to learn to swim in deeper water. The vast majority are able to swim 25 metres and are confident in water by the time they leave the school. The residential trips to Staffordshire give pupils in Years 5 and 6 the opportunity to take part in outdoor and adventurous activities that would be very difficult to arrange locally. Pupils enthusiastically try out such activities as abseiling, orienteering, caving and climbing.

142. The quality of teaching is satisfactory overall with some teaching being good. Teachers manage their pupils well and this results in time being used effectively to help progress in learning new skills. Pupils are attentive to their teachers, concentrate and behave well in lessons. Lessons generally move along at a brisk pace with all pupils kept active and fully involved. Occasionally pupils, instead of keeping active, sit and listen to lengthy explanations of the tasks from their teachers resulting in them having less time in which to develop their skills. The good subject knowledge of some teachers enables them to set suitable tasks and make pertinent teaching points to help pupils improve their levels of performance. When teachers are not so confident the pupils complete the tasks as best they can but are not always given useful pointers by the teacher to help them improve their skills. Good use is made of demonstrations by individuals and groups of pupils to share ideas and show good practice. The school's good facilities and quality resources are used well by teachers to help pupils learn effectively. Teachers fully address all health and safety aspects.
143. The good leadership by a skilled co-ordinator ensures that all aspects of the subject are taught throughout the school and that the very good extra-curricular programme is maintained. The large number of clubs and many successes in sport help to raise the profile of the subject in the school and in the local community. Indeed, a local garage is pleased to be associated with the success of the football team and sponsors the kit.

RELIGIOUS EDUCATION

144. By the end of Year 2, standards remain similar to those found in the previous inspection and satisfactorily meet those identified in the Locally Agreed Syllabus. By Year 6, standards in pupils' knowledge of Islam and in their understanding of community and the need for rules are sound, but their knowledge of Christianity and Judaism do not meet the expectations of the newly developed Locally Agreed Syllabus. Therefore standards are judged as unsatisfactory and this is a decline since the previous inspection, when standards were judged to be satisfactory. The curriculum strongly supports the pupils' personal, social and moral development and is well planned to use the skills pupils develop in their literacy lessons and in their ICT lessons. Unlike at the time of the previous inspection, there is little planning to link the religious education and the assembly themes.
145. In Year 6, pupils are studying the Five Pillars of Islam and the values these represent. Many pupils have prepared a PowerPoint presentation of the Islamic religion, importing material from the Internet. They are starting to understand some of the values and practices of members of this faith community, although they have not had the opportunity to meet a practising member of the faith. The pupils' knowledge is gained from their class teacher, whose own good knowledge of Islam and detailed explanations arouse pupils' interest and maintain their concentration. Younger junior

pupils have opportunities to discuss the need for rules in school and in the wider society and their feelings if they break the rules. Pupils trust the teacher and as a consequence they are willing to reveal and discuss issues that are very important to them. Mainly, the teacher led these discussions well and used the Ten Commandments as examples of laws that help support society. On the one occasion seen when an issue was not handled well, the teacher did not manage to clarify the collective responsibility that members of a community share. Judaism is taught very well to the youngest junior pupils. The teacher used illustrations from the Internet via a projector linked to the computer to show features of the synagogue and the Torah scrolls and in this way very effectively extended the pupils' understanding. In this year group there are good links with the design and technology curriculum and pupils have made 'challah' covers using as inspiration for their designs the traditional Sabbath symbols. Although learning is sound at this time, by the time they reach Year 6, all the pupils interviewed had very little recollection of their previous learning because they were not reminded about Judaism in the intervening years. In relation to the requirements of the Locally Agreed Syllabus, the teaching of Christianity to pupils in the junior classes is not sufficiently detailed or thorough. As a consequence pupils in Year 6 have only a superficial understanding of the basic teachings and ideals of this religion.

146. Pupils in Year 2 have a satisfactory understanding of Christianity and have recorded some of the basic principles, and stories related to the work and life of Jesus. Through clear explanations and well targeted questioning by their teacher, these pupils are familiar with, for example, the story of Jesus feeding the five thousand. In the subsequent discussion, they showed that they understood the underlying moral messages and they could identify how they themselves could be more caring and share more readily with their peers. In this way they are starting to identify how messages from a religious text can help to guide them in their own life and to identify the right way to act.
147. Overall, teaching is sound across the school, with an example of good teaching in an infant class and one very good example of teaching in a junior class. Pupils' attitudes to their religious education lessons are generally good. This is brought about by well led discussions involving the pupils. All pupils are fully included in these discussions and have equality of opportunity throughout the school. They are stimulated, involved and contribute well with lively interest, frequently being keen to display their knowledge and confident to express their attitudes and feelings. Pupils sensibly discuss and try to empathise with members of the Islamic and Judaic faiths, but for some pupils this maturity is less well developed when discussing Christianity.
148. The co-ordinator is yet to have an impact. An assessment system is about to be introduced. Little monitoring of the curriculum takes place. The Islam module has been planned thoroughly by a class teacher. This is a good example of planning and it is having a positive impact on standards. Other planning is almost entirely direct from the Suffolk Agreed Syllabus and as yet the school has not customised this syllabus sufficiently to its own circumstances. For example, insufficient use is made of the range of local churches when planning visits. The local Vicar and a Christian youth group lead assemblies on a frequent basis but they are not sufficiently well used within the planned provision in lessons. Currently there are no visits from members of other faith groups. Teachers make good use of the Internet for resources but the school's resources, such as artefacts and books, are unsatisfactory.