

INSPECTION REPORT

**Wilby Church of England (VC)
Primary School**

Wilby, Eye

LEA area: Suffolk

Unique reference number: 124747

Headteacher: Mr G. Deeks

Reporting inspector: Mr R. W. Burgess
20950

Dates of inspection: 3rd – 5th July 2002

Inspection number: 249945

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Voluntary Controlled
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Wilby Eye Suffolk
Postcode:	IP21 5LR
Telephone number:	01379 384708
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs C. Drakard
Date of previous inspection:	6 th July 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20950	Roger Burgess	Registered inspector	Science Religious education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9942	Susanna Stevens	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?
20281	Gill Dunkling	Team inspector	English Art and design Design and technology Music Foundation stage	How good are the curricular and other opportunities offered to pupils?
22482	Bruce Potter	Team inspector	Mathematics Information and communication technology Geography History Physical education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wilby Church of England (VC) Primary School is a small rural school with 53 pupils with a shared Nursery with 13 children from the local area. Pupils come to the school from three villages of Wilby, Brundish and Tannington. A significant number of pupils are from outside this catchment area. The communities are mixed in background and this is reflected in the intake of the school. The area is part of the Suffolk Rural Development Area. All the children are of white ethnic origin. The proportion eligible for free school meals is well below the national average. Free school meal entitlement is low at present but has been higher in the recent past. The local economy is mainly linked to agriculture. Virtually all the children have had pre-school education, mainly within the nursery at the school. Several children entering the Nursery come from isolated farms and benefit from the social aspects of early schooling. When children start school there is a wide range of attainment which varies from year to year. Overall, attainment is broadly in line with what could be expected. The number with special educational needs is broadly in line with the national average. Levels of special educational needs are variable between year groups.

HOW GOOD THE SCHOOL IS

Wilby Church of England (VC) Primary School is a very good school that provides a very good standard of education for its pupils. Teaching is very good or better. The school is successful in developing very good attitudes in the pupils and looks after them well. There are very good relationships that promote enthusiasm for the school. From broadly average attainment on entry pupils achieve very well with a significant number attaining standards above national expectations by the end of Year 6, particularly in English, mathematics and science. There is very effective management from the headteacher, staff with responsibilities and the governing body. The school has many strengths and provides very good value for money.

What the school does well

- ◆ Standards are good with more pupils achieving above national expectations in Year 6 than in Year 2.
- ◆ Teaching throughout the school is very good.
- ◆ Leadership and management of both the headteacher and key staff are very good and the governing body is very effective.
- ◆ Excellent relationships throughout the school.
- ◆ Provision for pupils' moral and social development is very good.
- ◆ The impact of parents' involvement on the work of the school is very good.
- ◆ Financial resources are used very well and the school always tries to seek best value for money.
- ◆ Provision for activities outside of lessons is very good.

What could be improved

- ◆ Success criteria for evaluating initiatives in the school improvement plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1998 and has made a very good improvement since then. Provision for the children in both the Nursery and Reception classes is very good and the curriculum provided plans for both creative and structured play. The school has very recently benefited from an extension providing an additional permanent teaching base and library. Additional provision has been made for information and communication technology. Standards of achievement have improved and higher attainers attend the local booster classes. The quality of teaching has improved. The work of all staff and governors contributes very effectively to the quality of provision. Standards in art and design have improved and are now above national expectations. The school is appropriately placed to continue to make further improvements.

STANDARDS

The table showing the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests is not recorded, as the number of pupils in 2001 was less than 10.

Statistical data for small cohorts of pupils can be misleading. The results in National Curriculum assessments over the last four years have been consistently above the national average for pupils at the end of Year 6. In the same period the standards for pupils at the end of Year 2 have varied considerably reflecting the prior attainment of pupils in that year group. There is clear evidence to suggest that when the previous levels of attainment of these pupils are taken into account they made good progress in their learning. This is reflected in the performance seen in the current inspection.

Children start school with widely differing levels of attainment and make good progress during their time in the Nursery and Reception class. Standards of achievement in English, mathematics and science at the age of 7 and 11 are at least in line with expected levels for almost all pupils and for a significant number are above levels expected nationally. Standards in information and communication technology are satisfactory by the end of Year 2 and good by the end of Year 6. In religious education, the pupils reach the expectation of the locally agreed syllabus by the age of 7 and 11. Standards in design and technology are satisfactory for most pupils. Standards are good in other subjects for pupils by the end of Year 2 and Year 6.

When comparison is made with previous levels of attainment pupils have achieved very well and learning is good, for the majority of pupils. Pupils with special educational needs make good progress. Considerable analysis of pupils' previous and current achievements have enabled the school to set targets which are realistic, but contain an appropriate level of challenge.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school very much and concentrate well. They are eager to complete tasks and show high levels of enthusiasm.

Behaviour, in and out of classrooms	Very good. Pupils are self-disciplined and behave well in lessons, classrooms and around the school. They have a very good understanding of the school's behaviour policy
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Personal development and relationships	Very good. Pupils show initiative and take responsibility around the school and in their work. Relationships between everyone in school are excellent.
Attendance	Levels of attendance and punctuality are very good. Pupils enjoy coming to school. They arrive on time and lessons start promptly.

Pupils show high levels of interest and persevere to complete tasks. The school functions as a very orderly community with a positive ethos and pupils understand the high standard of behaviour that is expected of them. Pupils are courteous and respectful and show a good respect for the feelings of others. Very good levels of attendance have a positive impact on learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery & Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 and learning is very good. The quality of teaching and learning has improved since the last inspection and in all of the lessons the pupils learn effectively, acquiring new skills and consolidating previous learning. These improvements in teaching have also had a good impact on the standards achieved by pupils. The teaching of those children in the Foundation Stage is very good. Teaching in English and mathematics is very good and teachers are competent in teaching both literacy and numeracy skills. The particular strengths of the teaching are teachers' good subject knowledge and effective teaching of basic skills together with good provision for the range of ages and attainment in each class. Methods ensure that a wide range of strategies is used to interest and motivate pupils. Targets for learning are based on a clear view of what the pupils should learn next. There is very good use made of time, support staff and resources. The purpose of the lessons is shared with pupils and reviewed at the end to demonstrate what they have learned. The pupils are eager to learn. Their concentration and determination are important features and reflect their positive attitudes in response to the teaching. As a result, the pupils work hard and achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. In the Foundation Stage the curriculum is planned well in accordance with the early learning goals. In both Key Stage 1 and 2 the school provides a very broad and balanced curriculum that meets the needs of all its pupils.
Provision for pupils with special educational needs	Very good. Pupils are very effectively supported within the classroom and in specialist support groups. Individual education plans are very good. This enables pupils to make very good progress.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The very good provision is planned and delivered effectively across the curriculum and in religious education. Pupils are given very good opportunities to develop and express their feelings, particularly in the development of moral and social values. There are good opportunities for pupils to develop an understanding and appreciation of the diversity and richness of other cultures.
How well the school cares for its pupils	The school caters very well for its pupils within its caring, community ethos. The school is a friendly place where pupils feel safe and happy. The pupils are very well looked after. Procedures for assessing pupils are well developed and good use is made of data supplied by the local education authority.

There is a very wide range of extra-curricular activities and these are well supported by both boys and girls. They are given the opportunity to take part in a wide range of cultural activities. The school's partnership with parents is very good. It is promoted through the home/school agreements and the very good involvement of parents in the life and work of the school. Teachers know their pupils well and are well aware of their individual circumstances. They make sure that they are safe and happy and keep an appropriate check on the progress they are making. The school has very good procedures to monitor attendance and punctuality and seeks to encourage holidays outside of term time.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, deputy and key staff play a key role in determining the educational direction and all seek to raise standards of teaching and attainment. The school is successful in putting its aims and values into practice.
How well the governors fulfil their responsibilities	Very good. They play a very influential role in the strategic management of the school. Governors show a very good commitment to supporting the school and new developments. The governors fulfil their statutory duties well.
The school's evaluation of its performance	Very good. The school has monitored well its main focus of literacy and numeracy. Very good use is made of information collected to identify strengths and prioritise weaknesses.
The strategic use of resources	Very good. The school uses its resources to very good effect and has very good procedures to ensure that it applies the principles of best value.

The match of teachers and support staff to meet the needs of the curriculum is very good. The overall accommodation is good for delivery of the curriculum. The school has a good range of resources to support most areas of the curriculum. The school has very good procedures to ensure that it applies the principles of best value through use of data to compare itself with other local schools and fair competitive tendering.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">◆ The progress their children make.◆ Teaching in the school is good.◆ Behaviour in school is good.◆ The amount of homework set by teachers.◆ They feel able to approach the school to discuss any concerns.◆ The school expects their children to work hard.◆ They feel that the school is helping their children to become mature.	<ul style="list-style-type: none">◆ Activities for the children outside lessons.

The inspectors endorse the parents' positive comments. The range of activities provided out of lessons are judged to be very good by inspectors.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The previous inspection in July 1998 reported that standards of achievement overall were at Key Stage 1 satisfactory in English and good in mathematics, at Key Stage 2, attainment was good in reading, writing and mathematics. In science standards were satisfactory at both key stages. Standards attained by children in the Foundation Stage were judged to be satisfactory. Present inspection judgement is that standards have improved. The school has successfully raised standards since the last inspection. The commitment of the headteacher, staff and governors is reflected in their continual drive to further improve the quality of education provided.

2. Taking the years from 1997 to 2001, at the age of 11, the performance of pupils in English, mathematics and science was consistently above the national average. During the same period, the performance of the pupils at age 7 varied reflecting the ability levels of the pupils within each year group. Statistical data for small cohorts of pupils can be misleading. The number of pupils in each year group varies between five and 11. This has a significant impact on the attainment each year and makes trends from year to year an unreliable measure. Inspection evidence indicates that when the levels of attainment of children on entry to the school are taken into account they make good progress in their learning. The wide variation in the numbers of boys and girls in each year group make any comparative analysis of gender unreliable.

3. Assessments made during the children's first term in school clearly indicate that standards vary significantly within year groups and from year to year. Overall they are similar to what might be expected of children of their age. In Reception most children achieve well in relation to their abilities and make good progress. By the end of the Reception Year most children achieve the expected levels for their age in all areas of learning with several exceeding these levels.

4. By the age of 11 the performance of most pupils in English is above national expectations. These results are reflected in recent standardised tests and inspection evidence. Pupils achieve well in speaking and listening, reading and writing. They clearly express their opinions and listen attentively to each other. Their writing is interesting and although well presented in some work it is not consistently so. Standards of achievement in reading are above average and their skills are well developed.

5. By the age of 7 the performance of most pupils in speaking and listening, reading and writing is often above national expectations. Pupils are keen to ask questions and contribute to discussions. They enjoy reading and most pupils use a range of strategies to tackle unfamiliar words. Pupils write well for a variety of different purposes and use both dictionaries and charts to spell correctly. Their handwriting is neat and legible.

6. By the age of 7 and 11 the attainment of most pupils in mathematics is above the national expectation. By the age of 11 pupils have a good grasp of the four rules in mathematics, confidently show recognition of percentages and fractions and know their tables. They also use correct mathematical vocabulary when they solve problems and confidently communicate their findings through the use of tables, graphs and simple charts. By the age of 7 pupils are able to add and subtract numbers up to 10. They have started to understand the place value of digits up to 100 and solve both number and money problems using mental

calculations. They recognise common two and three-dimensional shapes and simple standards of measurement are understood.

7. By the age of 7 and 11 the performance of pupils in science is above national expectations. The pupils' work has been carefully analysed and the information used to focus on identified areas for improvement. The way that science is planned and taught across the school is having a positive impact on the current work. The standards attained by the end of both key stages are good. By age 11, pupils have an appropriate understanding of electricity and the concept of forces. By the age of 7 pupils confidently classify different types of materials and have a good knowledge of the habitats of different animals.

8. The standards in information and communication technology are satisfactory and in line with national expectations by the age of 7 and good and above national expectations by the age of 11. The improvement in the level of resources since the last inspection have had a positive impact on standards. In religious education, the pupils reach the expectation of the locally agreed syllabus by the ages of 7 and 11. Standards in all subjects are above national expectations by the age of 11 apart from standards in design and technology which are similar to national expectations. By the age of 7 pupils reach standards expected for their age in design and technology; they are good and above national expectations in all other subjects. This is as a direct of good teaching and the use of extra-curricular activities to enhance the subject. For example, the sporting events after school contribute well to the standards achieved in physical education and visits to places of cultural interest encourage the pupils learning in art and design and history.

9. Pupils with special educational needs are making very good progress in their learning. The individual education plans identify their needs effectively and with appropriate support they achieve the objectives set. Progress in learning of higher achieving pupils is very good, particularly for pupils at Key Stage 2.

10. The school has set appropriate targets for overall improvement in English, mathematics and science. Considerable analysis of pupils' previous and current achievements have enabled the school to set targets which are realistic, but contain an appropriate level of challenge. The school is well placed to meet these targets and to continue to improve standards.

Pupils' attitudes, values and personal development

11. The majority of pupils, including many of those with special educational needs, have very good attitudes to school and to their learning. Behaviour in lessons and around the school is generally very good, with a few minor exceptions. Personal development and the relationships the pupils have with their teachers and with each other are consistently very good. The very positive response of most of the pupils to the happy and purposeful atmosphere in the school creates a friendly community in which each individual feels valued. The level of attendance is very good and pupils are punctual and eager to attend. The school promotes the value of education and the strong sense of responsibility towards the school community and towards the pupils' own learning. This has a significant impact on the standards they achieve.

12. The children in the Foundation Stage enjoy their time at school, arriving in good time and settling happily into the routines of the day. They have excellent relationships with their teachers, with each other and with other adults who work with them. Children move in and out of the many varied activities easily and naturally making sensible choices in unsupervised

activities, chatting and sharing with each other. Pupils participate in all aspects of school life with enthusiasm, interest and commitment. Pupils confirmed their interest during a discussion in a literacy lesson when they were analysing a fictional scene depicted in a large coloured poster, consulting a thesaurus for strong descriptive words or testing the prose with one another to gauge its effect. The imaginative introduction to the lessons captured the pupils' interest and inspired a whole-class response. The response of the pupils to the challenge the session presented has a significant impact on the progress they make in the subject. Pupils are involved in self-assessment and target setting and, as a result, they have a clear understanding of what their own strengths and weaknesses enable them to do. They are well motivated to exceed their targets, are challenge and supported by the quality of the teaching and are prepared to work hard to succeed. They have very good levels of self-discipline.

13. The behaviour of the majority of pupils in lessons, around the school and in the playground, is very good. The staff have high expectations of the pupils' behaviour and are consistent in their management of unacceptable and potentially disruptive behaviour. The pupils understand what is expected of them and a minority who have difficulty in controlling their outbursts or show poor behaviour tendencies are supported firmly and sensitively by staff who know the pupils well. There have been no exclusions and pupils feel confident in the mutually supportive community where no unkindness was observed. Most pupils respect the school and playground rules and follow instructions well.

14. The very strong and supportive relationships most pupils have with each other and with their teachers enables the pupils' personal development to flourish where each individual feels special and valued. They share resources willingly, discuss their ideas and co-operate well in lessons. Pupils are polite and courteous in their moving about the school and carry out responsibilities conscientiously and with good humour. Pupils of all ages show good levels of initiative and are confident in taking responsibility for elements of their own learning. They can express their opinions logically and are friendly and polite to adults. The majority of pupils respond well to the discipline of homework, completing their assignments as requested.

15. The very good attendance figures have been well maintained since the last inspection. Parents are committed to the need for regular and punctual attendance and there is no unauthorised absence. Parents take their responsibility to advise the school of reasons for absence seriously and respect the requirement not to take holiday leave during national tests. This consistently good attendance has a significant impact on the good progress made by pupils. Pupils enjoy coming to school, arriving punctually. Registration is prompt and efficient, enabling lessons to begin on time.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching and learning is very good. In 15 per cent of the lessons observed the teaching was excellent. In all other lessons it was very good. The quality of teaching has improved significantly since the last inspection and in all of the lessons the pupils learn effectively acquiring new skills and consolidating previous learning. Teachers plan carefully using the pupils' prior attainment as the starting point for their teaching and the majority of pupils achieve well. This contributes to the improved standards, particularly in English, mathematics and science. Teaching in English and mathematics is very good in both key stages.

17. The teaching of those children in the Foundation Stage is very good. The teachers and support assistants work very well as a team and give a high priority to the development of the

children's personal and social development. They have a very good knowledge and understanding of the ways in which young children learn and are sensitive to their individual needs. The staff work hard to provide a good stimulating range of learning activities for the children. The response by the children is very positive; they are interested in their work and concentrate well. The planning and assessment procedures are very good and they inform the setting of specific learning targets for each child. As a result, the children are well motivated and make good progress. Lessons are conducted in a calm, orderly manner and the children are managed very well.

18. All of the teachers in the school have a thorough knowledge of the requirements of the National Literacy Strategy. The skills of literacy and numeracy are taught well. Teachers prepare their work thoroughly and identify precise learning targets that are clearly conveyed to the pupils. This results in the pupils knowing what is expected of them. The teachers are skilled in asking questions that require pupils knowing what is expected of them. The questions develop the pupils' understanding of the shared text and the group tasks are carefully matched to the pupils' abilities. The pupils' self-confidence improves when they are praised and encouraged. This was clear in a Year 2 English lesson when a group of pupils were continually encouraged in their writing following a trip to Southwold and stimulated by the positive approach of their teacher. The teachers' competency in teaching letter sounds is very good and key words are taught systematically in all classes. They constantly reinforce letter sounds that help the lower achieving pupils to read the selected text more accurately.

19. Teachers' planning builds on what the pupils have done before and the higher achieving pupils are able to talk about what they have done in previous lessons. For example, in a very good literacy session in Year 6, pupils worked at a brisk pace and maintained their concentration throughout the lesson. This was due to the high expectations of the teacher. The work was carefully planned, activities matched to the needs of the pupils and the teacher supported the different groups effectively.

20. The teachers have secure knowledge and understanding of the subjects they are required to teach and this is demonstrated in the range and the quality of the work that is produced by the pupils in mathematics. The teachers make good use of the objectives listed in the numeracy framework. Their planning is thorough and detailed and in most lessons the pupils are given challenging tasks. For example, in a very good lesson in a Year 3 and 4 mathematics group all the pupils achieved well in relation to their abilities. They worked at a good pace reflecting the teacher's high expectations and had a clear understanding of what they were doing. Lessons begin with carefully directed whole class teaching and use well focused questions that enable them to check the level of the pupils' understanding. This is followed by small group and, on occasions, individual work, that is matched carefully to the learning targets. The pupils are required to work at a brisk pace.

21. Examples of very good teaching are found in all subjects and in almost all lessons the teachers' expectations of high standards of discipline contribute to the good progress made by the pupils. There is a calm and purposeful atmosphere in most lessons. The pupils quickly settle to work and maintain their concentration, even when not directly supervised. The rate and pace of learning by most pupils are good and often very good. They are motivated by the level of teaching, concentrate well and improve their skills. The feedback given to pupils on how they are doing and how to improve is good. The provision of homework is very good and consistent throughout the school.

22. The pupils are given appropriate opportunities to use their literacy and numeracy skills

across the curriculum. The pupils with special educational needs make appropriate progress and benefit from the individual teaching from special needs support assistants. Teachers plan appropriately for the individual needs of pupils with special educational needs, linked to targets on their individual education plans. Support staff are used effectively to work with groups in lessons and to support pupils with Statements of Special Educational Need across the curriculum as well as for literacy and numeracy.

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

23. The school provides a curriculum that is very broad, well balanced, provides a stimulating and varied learning experience for all its pupils and fully meets statutory requirements. All subjects of the National Curriculum and religious education are taught. The allocation of time to each subject is in accordance with national guidelines.

24. Provision for children in the Foundation Stage is very good. The organisation of a broad range of learning experiences and the balance between direct teaching and activities, is very carefully planned by the staff. All aspects of Early Years' learning are covered. An important feature of the children's learning is the encouragement of independent choice as they decide what they want to do. Most children achieve or surpass the early learning goals during their Reception Year. The very good curriculum provided in the class makes a smooth transition into the National Curriculum programmes of study.

25. Very effective learning opportunities are provided for all pupils, in the different subjects of the National Curriculum. The progress made by pupils in their personal, social and health awareness is very good. The teaching of religious education follows Suffolk's agreed syllabus and the daily act of collective worship meets requirements. There is a good policy for personal, social and health education, which includes a sex education and drugs awareness theme. Through physical education, games and swimming activities, the school contributes well to the development of pupils' physical fitness.

26. The school's strategy for developing the literacy and numeracy hours is very good and is making a significant contribution to maintaining high standards in English and mathematics. The curriculum is planned effectively, adapting local and national guidance to meet the needs of the school. There is clear evidence that the pace of learning throughout the school has quickened and standards of attainment in most subjects have continued to rise since the last inspection. Effective links are made between subjects, which provide very good opportunities for pupils to consolidate skills. Teachers plan together very effectively to ensure that all pupils are offered access to the broad range of activities, which ensure continuity and progression for the different ages and attainment within each class.

27. All pupils, including those who are talented and those with special educational needs, have equal opportunity and access to the curriculum. Provision for these pupils is very good and has improved since the last inspection. The quality of the support is very good and ensures a very good rate of progress for these pupils. Individual education plans are detailed and are regularly updated. Review procedures for pupils are carried out according to requirements. The Code of Practice is fully in place. During the year "Stretch Group" activities are organised by the headteacher to extend the work of the more able pupils, who also take part in a local gifted and talented group.

28. The very good provision of extra-curricular activities strongly enhances the curriculum. There are many clubs, sports and visits, which vary throughout the year. These have recently included a clay club, cycle proficiency training, football, new image rugby, netball and cross-country running. Links with the community are very good. The school has close links with the village and the church. Regular visits to places of historical and cultural interest, such as the Museum of East Anglian Life, Southwold and Aldburgh and good use of the local area, enhance topic work. There are also a good variety of visitors who enrich the curriculum, including Kay Edwards, a local artist. The curriculum is also enhanced by the school's very good links with other local schools. Strong links with the local high school are well established and very good liaison arrangements and curriculum links are in place to support a smooth transfer.

29. The provision for the pupils' spiritual, moral, social and cultural development is very good. For the children in the Foundation Stage, spiritual development is delivered through many areas of the curriculum, for example, the wonder collecting minibeasts in the school grounds and growing plants for the "Garden Centre". Children are taught how to behave, to understand the differences between right and wrong and learn to take turns and share equipment. Personal responsibility is developed through activities such as helping in the classroom. Good relationships are formed through encouraging pupils to work and play in small groups. Cultural development is promoted through stories and visits, for example, to the local church to participate in special services and events.

30. The provision for the spiritual development throughout the school is very good overall and shows very good improvement since the last inspection. The school lays considerable emphasis on promoting a strong Christian ethos. The programme of work in religious education provides good opportunities for the pupils to reflect on the significance of the Christian belief as well as other world faiths, particularly Judaism and Islam. The pattern of well planned and well delivered acts of worship, which are clearly Christian in content and reflect the strong links that the school has with the local village church, contribute significantly to this provision. The school provides very good opportunities for pupils to explore their personal creativity in art and in music and to reflect on matters important to them in personal, social and health education and through discussion of texts in English. The sense of wonder promoted in religious education and science give good support to the spiritual development of the pupils. The spiritual awareness of the older pupils is also raised through residential trips to the Isle of Wight or Derbyshire.

31. The school's provision for the moral development of the pupils is very good. The very good behaviour in class and around the school indicates that pupils have a well developed sense of right and wrong. This is strongly reinforced in assemblies and in lessons, by class teachers, who in their excellent relationships, provide influential role models for the pupils. Pupils know what is expected of them and most behave accordingly. In their work on personal, social and health education, the pupils are encouraged to discuss personal codes of behaviour for their own lives. Topics in geography and history also provide pupils with opportunities to think about and discuss moral issues from the past, or current concerns about the environment. Topics highlighted in collective worship, religious education and personal and social education, provide opportunities for the pupils to engage in discussion about the morality of particular actions. The parents value the school's high moral standards.

32. The social development of pupils, which is very good, is enhanced by the way in which adults and pupils relate to each other. The school is successful in promoting the pupils' care and concern for others. Pupils of all ages work and play very well together. The quality of relationships is excellent throughout the school and staff set very good role models. Pupils

both value and enjoy their many and varied responsibilities. The school encourages pupils to be involved in their local community and develop an understanding of citizenship, for example, Year 6 pupils enjoy a citizenship visit to London and the Houses of Parliament. Pupils welcome guests from the village to their Christmas celebrations. Visitors from the local community are invited into school, including the local clergy who take assemblies. Pupils' social development is further enhanced through participation in extra-curricular activities involving clay club and cycling proficiency and in sports activities such as rugby, netball, cross-country running and football. Pupils contribute to a wide range of charities, for example, they hold a "Wear Yellow Day" to support the local hospice.

33. The school works hard to provide very good opportunities for cultural development, and provision is now very good. It promotes pupils' awareness of cultural and religious beliefs in the wider community through, for instance, the study of Chembakolli in India, developing links with a Polish orphanage and through the study of Judaism and Islam. Visitors to school, who raise pupils' awareness of the wider community, have included representatives of the police, the local nurse, Kay Edwards, a local artist, and the London Mozart Players. The very good range of extra-curricular activities also contributes strongly to the pupils' social and cultural development. Pupils gain a good knowledge of their local heritage through visits and visitors and looking at old photographs. Through the curriculum, pupils learn about the cultures of other times and places. Cultural awareness events such as the Dance East sampler session are arranged to encourage the pupils' awareness of cultural diversity. Work in art, history, geography, music and religious education further promotes pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has created a warm and caring family atmosphere in which individuals are valued and where they thrive with a high level of educational and personal support. Procedures for monitoring academic performance and personal development are good overall, although more formalised ongoing assessment is not yet fully developed in all areas of the curriculum. The quality of relationships between pupils, their teachers and other members of staff, and between the pupils themselves, is a strong factor in the continuity of care provided. At the parents' meeting, the guidance and support given to the pupils was praised for the way the school 'caters to children's needs at both ends of the ability spectrum'. Parents trust the school to care for their children, including those with special educational needs, and the early registration procedures are very good and consistently meet all legal requirements. Registers are monitored daily by the school secretary.

35. There are very detailed and established procedures to govern health and safety, documented in the school's health and safety policy, due to be updated as a result of the recent opening of the new classroom. The governors undertake risk assessments with the support of the headteacher and caretaker. The school maintains a safe and healthy environment, with good provision for first aid and regular fire drill. The designated person for child protection has attended appropriate training courses and maintains a high level of staff awareness of this duty of care. Pupils are instructed about the importance of good diet, about hygiene, drugs and sex through appropriate science and personal, social and health education programmes. Circle time and registration periods enable pupils and teachers to exchange information concerning family activities or any problems or worries the pupils might want to share. They provide a forum to talk to pupils about issues of personal safety and celebrate an event, such as a birthday.

36. The formal and informal procedures for monitoring personal development are very good, due to the quality of the relationships that teachers have with their pupils. The very good level of individual support provides a base for monitoring pupils' progress, which is recorded in pupil portfolios. Individual targets, personal, behavioural or academic, are discussed and negotiated with pupils and they are supported by staff in working towards them.

37. The monitoring and promotion of good behaviour is consistent across the school. All teaching staff have benefited from training in behaviour management and apply strategies, which are seen to be fair and consistent by the pupils. Teachers reinforce the need for pupils to be responsible for their own behaviour and the consequences of any lapse is discussed immediately with the pupils, as a result the pupil is set a new target to achieve. Disruption is kept to a minimum, benefiting other pupils in the class. Parents endorse the good behaviour and the manner in which the school enables their children to become more mature and gain in confidence.

38. Assessment procedures are good overall, although formalised ongoing assessment is not yet fully developed across all areas of the curriculum. From the time children start school their achievements and progress are monitored. Baseline assessment is used to identify the children who have particular needs. This enables teachers to plan work that is matched to the children's needs and, consequently, they make good progress during the reception year. Assessment, both formal and informal, is strong in literacy but less well developed in other core subjects. Teachers ensure pupils have good knowledge of their learning and motivate them well. Achievable targets are set which are discussed with pupils. Targets are changed regularly and pupils benefit from this rigorous and thorough approach. Good use is made of test results. Teachers analyse results of county assessments, for example, and adjust their lessons and plans to challenge pupils appropriately. Results are used to monitor the progress of individuals and year groups to set school targets. Data analysis is developed well in the school and teachers know the strengths and weaknesses of the information provided. The staff work together to co-ordinate subjects and to meet the needs of the school and mixed-age classes, by adapting national schemes of work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. In the school's communication policy, it is stated that 'good communication between the school and the home is essential. Children achieve more when schools and parents work together'. The school's very good partnership with parents, which has been maintained since the last inspection, and the progress the pupils make, fully endorses this policy. The strong, supportive and constructive partnership has a positive impact on the work of the school and on their children's learning. Parents appreciate the good educational opportunities and the support provided by the headteacher, teaching staff, governors and support staff. This is reflected in the very positive views expressed by the majority of parents who responded to the questionnaire and who attended the meeting prior to the inspection.

40. The quality of the information provided for parents is very good, well presented and informative. Parents speak highly of the pupils' annual reports, which they find comprehensive and 'contain no surprises due to the very good level of contact with parents'. The inspection endorses the very good quality of these reports, which give details of individual attainment and progress with explicit targets for improvement. They contain the pupils' own report with their perceptions of what they have achieved and the targets to be met. The prospectus and the governors' annual report contain full information about the school and its achievements. The regular newsletters and supplementary letters provide an informal link.

41. The staff and headteacher are easily accessible to parents and welcome parental involvement in the school. Before and after school contact between staff and parents gives an opportunity for an informal chat or exchange of information or concern. Termly parental consultations enable parents to discuss their child's progress and set targets for future work programmes. Class teachers send out information on the curriculum work to be covered in the forthcoming term, and the school is responding to a recent parental request for more information on learning and curriculum topics. Curriculum evenings, induction meetings and discussions for parents of Year 2 and Year 6 pupils preparing for national tests each spring are appreciated by parents. Parents of pupils with special educational needs are fully involved in the decision making process and are kept well informed about the needs of their children.

42. There is a clear policy on homework provision and the majority of parents willingly help their children at home. This has a very positive impact on the pupils' learning. Parents have signed a home/school agreement and most fulfil their responsibilities towards the school. The parents' association is very active and extremely successful, both as a social forum and a fund-raising organisation. The recently opened newly built classroom epitomises the enthusiasm and commitment of the parents to extending the opportunities for their children, as does the large climbing equipment in the school grounds. Parents are valued for their support with activities, such as reading in school and sharing special skills, and they in turn appreciate the receptiveness of the school to parental thoughts.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The school is very well led and managed. The headteacher, his deputy and staff, with the support of the governing body effectively determine the educational direction of the work of the school and seek to raise standards of teaching and attainment. Since the previous inspection, the school has continued to use its resources successfully to achieve well-defined educational objectives that are clearly supported by very good financial planning. Many of the school's efforts have been directed at bringing about improvements in English and mathematics. The work of the school in these two areas has been more prominent than the work in other subject areas. The headteacher, senior management team and co-ordinators are having a positive impact on raising standards and improving the quality of planning and teaching. The subject co-ordinators are clear about areas that need to be improved which are reflected in the subject action plans which form an important element of the school improvement plan.

44. Staff share a commitment to providing good opportunities for pupils to learn. The school's aims, to develop skills, understanding, self-discipline, good manners and a sense of responsibility are well reflected in its work. Relationships throughout the school are very good and all pupils are able to benefit from the opportunities provided by the school.

45. The governing body fulfils its role in the governance of the school very well and plays a very influential role in its strategic management. Governors are very supportive of the headteacher and fulfil the role of 'critical friend' very effectively, both challenging and supporting the senior management team very well. Governors have a very good understanding of what the school does well and areas for development in the school and, through their working practices, are effective in holding the school to account for the quality of education that it provides. Governors are actively involved with the school and fulfil their statutory responsibilities very well.

46. The school monitors and evaluates its performance well, the main focus has been in

literacy and numeracy. The headteacher, senior management team, subject co-ordinators and local education authority advisers have effectively monitored the quality of teaching in these areas. Little monitoring has occurred of lessons in other subjects. Written accounts of these observations have enabled the school to identify both individual and whole school areas for improvement and targets have been set which are being met well. The analysis and use of performance data, such as annual standardised assessment results have enabled the school to identify individual pupils' achievement and target support.

47. The school has prudent budgeting based on realistic development planning. The governors contribute very significantly to the planning process by maintaining a strategic overview and bringing to discussions a wide range of relevant experience and expertise. The school improvement plan informs both planning on yearly basis and budget setting. In all cases, priorities are clearly identified and correspond with the school's current needs. There is a close association between educational and financial planning and implications for specific proposals are carefully considered. Priorities are related to raising standards of attainment. The identified success criteria do not give sufficient clarity to enable full evaluation of the impact and outcome of initiatives.

48. The management of the school's finances is very good and strict financial control and monitoring enables the school to manage with a very small contingency provision that can be supplemented by the school fund. All staff and governors contribute to the school improvement plan, and there has also been consultation with parents. Priorities are determined which inform the financial planning in the school. The governing body, through the finance working party, monitors expenditure carefully. The school uses its resources to very good effect to support pupils' learning. Funds allocated to support pupils with special educational needs are used appropriately. The school has very good procedures to ensure that it applies the principles of best value through use of data to compare itself with other local schools and fair competitive tendering. For example, when the school purchased computer equipment they took into account all factors, including an evaluation of the quality and level of ongoing support that would be provided.

49. The match of teachers and support staff to meet the needs of the curriculum is very good. Teaching staff are appropriately qualified to teach children in the nursery and pupils in both Key Stages 1 and 2. There is a broad range of expertise among the staff. Administrative support is sufficient to meet the school's needs and the staff make a very good contribution to the day-to-day management and smooth running of the school.

50. The amount and range of in-service training undertaken by the staff are good and contribute considerably to meeting the priorities identified by the school and to professional development. Induction arrangements for new staff are satisfactory. The school have developed a good strategy for performance management, which is well supported by rigorous internal and external monitoring of teaching. Appropriate training has been organised for later this term.

51. The management of pupils with special educational needs is very good. Pupils with special educational needs receive sensitive support. A member of the governing body has been nominated to liaise with the co-ordinator. Governors report to parents on the success of the special educational needs policy and give details of the allocations of funding to support pupils. Funds and resources are effectively used to meet the needs of all pupils with special educational needs.

52. The overall accommodation is good for delivery of the curriculum. The school has very recently benefited from the provision of an additional permanent teaching space and library. The grounds are very attractive and provide a very good resource for the curriculum and pupils' physical development. Displays within the school are used well to celebrate pupils' work, activities and success and are linked to areas of the curriculum.

53. The school has an adequate range of resources to support most areas of the curriculum. Resources for information and communication technology have been significantly improved since the time of the previous inspection. Resources are currently being reorganised to make best use of the new accommodation. The use of resources to complement learning is very good. Resources are used very well by staff and have a positive impact on raising standards.

54. Children enter the school with a wide range of attainment. All pupils make good progress and achieve well in their learning. Attitudes and personal development are very good. All teaching is very good or better. The cost per pupil is above the national average. Taking all this into account the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ Improve the evaluation of the school improvement plan by:
 - *identifying clear and specific success criteria to enable assessment of the impact and outcome of initiatives.*

(paragraph 47)

In addition to the key issues above, the school should include the following less important area for improvement. This can be found in paragraphs 4 and 77.

- ◆ Consistency in the quality of presentation of pupils' written work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

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

10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	23	0	0	0	0	0
Percentage	15	85	0	0	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 three 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)	7	53
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational need	0	1
Number of pupils on the school's special educational needs register	2	10

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	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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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
	2001	3	7	10

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
	2001	6	2	8

As the number of pupils in 2001 at the end of Year 2 and Year 6 were both 10 or less, the school is not required to publish its National Curriculum test results.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	47
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	15.6 : 1
Average class size	17.7

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	27

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	14 : 1
Total number of education support staff	1
Total aggregate hours worked per week	12
Number of pupils per FTE adult	4.7

Financial information

Financial year	2001/02
	£
Total income	189,450
Total expenditure	197,697
Expenditure per pupil	3,531
Balance brought forward from previous year	24,000
Balance carried forward to next year	15,753

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.7
Number of teachers appointed to the school during the last two years	0.7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	53
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	50	0	0	0
My child is making good progress in school.	61	39	0	0	0
Behaviour in the school is good.	36	61	0	0	3
My child gets the right amount of work to do at home.	14	79	4	0	3
The teaching is good.	54	46	0	0	0
I am kept well informed about how my child is getting on.	46	39	11	4	0
I would feel comfortable about approaching the school with questions or a problem.	57	39	4	0	0
The school expects my child to work hard and achieve his or her best.	36	61	3	0	0
The school works closely with parents.	32	54	11	0	3
The school is well led and managed.	50	46	0	0	4
The school is helping my child become mature and responsible.	36	64	0	0	0
The school provides an interesting range of activities outside lessons.	8	50	21	0	21

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. The provision for children in the Foundation Stage is very good. Wilby School, in partnership with another local school provides five morning sessions of Nursery education for 13 local three and four year old children. Children are normally admitted to the Nursery at the beginning of the term after their fourth birthday. Pupils are admitted to the school, full time, in the term after their fifth birthday.

56. The education for children in the Foundation Stage is organised in the Nursery and Reception Class. Detailed schemes of work cover the six areas of the Foundation Stage, and very good principles for early years' education, effectively support the very good teaching, the very good management of support staff and the broad range of stimulating resources. When children start school there is a wide range of attainment which varies from year to year. Overall attainment is broadly in line with what could be expected. By the end of the reception year the children achieve well and many meet or exceed the early learning goals in all areas of learning.

Personal, social and emotional development

57. The provision for children's personal, social and emotional development is very good. Children settle well into the routines of school life and join in activities with enthusiasm. The children learn to share equipment and play and work together. For example, in the Nursery, children decide who is to dig in the soil in the "Potting Shed". They show great excitement when they uncover new potatoes in the soil. In the reception class, in the "Seaside Shop" children have the opportunity to interact with each other. Children learn to care about and respect the views of others. They develop a good awareness that some actions are right and some are wrong. During registration and group activities they sit on the carpet quietly and listen with increasing levels of concentration. The children are expected to take care of books and other equipment and are encouraged to help with clearing up at the end of lessons. They develop an awareness of the importance of hygiene when washing their hands before lunch. All children join in assemblies, where they listen well, confidently join in with singing and showing their work. The high standards maintained in their personal and social development have a positive effect on their learning and prepare them effectively for the National Curriculum.

58. Teaching is very good. The staff work together very well and have a very good understanding of the needs of young children. The atmosphere is happy and relaxed. The school is very successful in developing the personal, social and emotional development of children in the Foundation Stage which allows the children to become independent and co-operate very well as they move from the Early Learning Goals into the National Curriculum.

Communication, language and literacy

59. Provision for communication, language and literacy is very good. By the end of the Reception Year, most children attain or exceed levels above average for their age in language and literacy and make very good progress in developing their skills. In the Nursery, children listen carefully to the teacher and respond to questions. They also listen to other children and take turns to speak. Children begin to learn skills in reading by handling books and looking at the pictures. They listen to stories with interest and enjoyment. The majority are keen to communicate and speak well. Their listening skills are very good, they listen attentively to other

children's news and enjoy joining in with question and answer sessions. Children enjoy looking at books and sharing stories with one another and adults. They concentrate well on stories such as "The Enormous Turnip", and are able to describe the main events and usually order them correctly. In both classes, children are encouraged to think of themselves as writers and staff provide areas where children have opportunities to make marks and practise their writing. Children in the Reception Class have a literacy session each day. During these lessons, children learn letter shapes and sounds and higher attaining children recognise frequently used words in texts. Writing skills are developed through practice in painting, drawing and play with construction kits. Children write their names and by the end of the Foundation Stage a significant number write sentences independently.

60. The quality of teaching of language and literacy is very good. In literacy sessions, very effective use is made of books with large print to talk about the pictures and text and to encourage children to look at words and sentences. Children know many rhymes and poems and take pleasure in singing and saying these aloud. Teachers are very skilful in questioning children and giving them very effective encouragement as they work. They expect children to make good progress and constantly refer to their knowledge of what each child can do to provide work at an appropriate level. Good opportunities are provided for children to develop and extend their writing skills. Children are encouraged to write letters and words linked to a range of different activities. All helpers in the classroom are deployed very effectively and are very well informed about individual children's learning needs.

Mathematical development

61. Children make very good progress and many exceed the expected levels by the end of the Reception Year. They count accurately to 10, recognise numbers and match a set of objects to the appropriate number correctly. Higher attaining children can add numbers together mentally, estimate numbers to 20, develop an understanding of addition and subtraction and are beginning to add numbers and solve simple problems. They have a sound understanding of shape and enjoy the challenge of looking for shorter and longer objects around the classroom whilst others compare the size of their shoes. They sing and play games based on number rhymes such as "Five Speckled Frogs" and improve their mathematical language through practical activities.

62. Teaching is very good and every opportunity is taken to develop pupils' mathematical awareness in other activities. For example, teachers encourage children to count and compare bumblebees they make for the window display. There is very good curricular provision for the children's range of attainment. Work is carefully matched to the needs of the children so that they are both supported and challenged. Group activities are well planned with an appropriate focus on practical activities and recording. All staff encourage the use of correct mathematical language and teach the children to read and record numbers and other mathematical information using pictures, objects and numerals. Teachers plan well and tasks are matched to meet the needs of all the children, including those with special educational needs.

Knowledge and understanding of the world

63. Children's learning is enhanced by carefully planned topics, which encompass different aspects of the curriculum and include visits, for the older children to places of interest, such as Southwold. Nursery children make good use of the school grounds for a "Bug Hunt" to collect mini-beasts. Reception children know that many everyday appliances use electricity and are aware of the dangers. They learn the days of the week by daily practice and talk about the

weather. Early geographical skills develop appropriately as children go for walks to explore the school grounds. They gain a deeper understanding of the passage of time as they celebrate their own birthdays and see changes in their own growth and experiences. As they build with bricks and construction kits, children reflect on the things they see in real life; they make cars, lorries and buildings. Children have a good understanding of design. They improve their skills of cutting and shaping and improve their competence in using scissors and other tools. Children are introduced to early computer skills and are able to use the keyboard effectively to type words and play games. The regular opportunities for discussion about matters of interest encourages children's growing understanding of many aspects of day-to-day life.

64. The quality of teaching is very good. The teachers and classroom assistants challenge and inspire the children by providing them with a wide range of opportunities to explore the environment both inside and outside their classroom. All staff use methods which enable children to learn effectively and encourage them to pay attention to safety issues when artefacts, objects and computers are used. Children are learning to handle equipment with care. Trips out of school are planned to extend and enrich pupils' experiences and parents come along to help. These activities also enhance the social and personal development of the children.

Physical development

65. Children attain the early learning goals for physical development by the time they leave the reception class. Nursery children run, jump, climb and balance with developing levels of co-ordination. They confidently use outdoor equipment and use sand and water tools effectively. In both classes they are made fully aware of the need for safety when using equipment and understand some of the effects of exercise on their bodies. Physical development is fostered through a good range of indoor and outdoor activities. All children develop skills in handling scissors, pens and paintbrushes. They develop appropriate manipulative control when building effectively with large and small construction kits.

66. The teachers' very good planning and provision for these activities enhances the children's progress. All staff build effectively on the children's experiences by providing stimulating, imaginative and safe activities, which encourage the children to develop confidence and increasing skill.

Creative development

67. Children make very good progress and by the end of the Foundation Stage most children attain or exceed levels expected for their age. They have opportunities to use a variety of materials such as paint, crayons, clay and collage to make pictures with different textures. Work is often linked to other areas of learning, for example, nursery children design and make sunflowers, butterflies and bumblebees to link with their topic of "Growing". Children throughout the Foundation Stage enjoy listening to music and singing. They have a growing repertoire of songs and action rhymes. Children become involved in the role-play areas and show initiative as they pretend to be adults and organise the home or a shop.

68. The quality of teaching is very good. The teachers provide a wide range of opportunities in art, craft, music, dance, story making and imaginative play providing the children with good opportunities to experiment and explore. Through good detailed planning and very high quality discussion they very successfully develop the children's use of descriptive

language. Teachers and classroom assistants plan interesting, stimulating experiences so that the children are encouraged to express themselves freely and know that their work is valued.

69. Provision for children in the Foundation Stage has improved considerably since the last inspection. Very good teaching and curriculum planning give the school the capacity to continue its current very effective standard of provision and to maintain high standards of attainment.

ENGLISH

70. As the number of pupils in each year group in 2001 was less than 10, it is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the performance of pupils in similar schools. The high performance in recent years reflects the school's commitment to high standards. Levels of attainment in all aspects of English for all pupils, including those who are more able and those with special educational needs are good and above the national average. The school has set realistic targets to improve pupils' attainment further, particularly in writing, and has developed strategies to help achieve these targets. This is a positive indication of the school's success in ensuring all pupils attain their potential.

71. The quality of learning is very good for pupils throughout the school. By the end of Year 2, attainment in speaking and listening is above national expectation. The very good opportunities provided for pupils to ask and answer questions in class enhance progress. For example, pupils in the Reception class confidently discuss the swimming pool they have constructed in the sand tray. In science older pupils enthusiastically explain how to make a simple circuit and the dangers of electricity.

72. By the end of Year 6 standards in speaking and listening are well above average for the majority of pupils. Pupils in Years 3 and 4 are very enthusiastic in their discussions related to "The Hodgeheg" by Dick King Smith. Pupils in Years 5 and 6 have a very good understanding of emotive and sensational language and contribute very well when discussing the strength of language for writing a story using a poster by Quentin Blake as a stimulus. Pupils listen carefully and seriously reflect on the contributions of others. Confidence and learning is reinforced in the literacy hour when pupils discuss what they have achieved during plenaries at the end of the sessions.

73. Other subjects, such as science, mathematics, history and geography, contribute to progress in skills in speaking and listening by emphasising the use of correct language. Pupils with special educational needs are given very careful focused support during the literacy hour so that they can make the best use of their literacy skills.

74. Standards of attainment at the end of both key stages are above the national average in reading. Pupils at Key Stage 1 read aloud with confidence and enthusiasm. They develop very good word recognition and phonic skills. By the end of the key stage pupils reach a good level of fluency. Most pupils, including those with special educational needs, use appropriate strategies, including picture and phonic clues to help them understand the meaning. Many pupils realise when they make a mistake and are able to correct the error. Big books are used well to support pupils' understanding of stories, whilst drawing pupils' attention to the conventions of written English.

75. By the end of Year 6, most pupils read fluently, from a wide range of different texts. The systematic development of reading skills, including reading for information, reflects the very good progress made by pupils, including those with special educational needs. Pupils are carefully guided in using a range of reading strategies, for a variety of purposes. They develop very good levels of accuracy and fluency, through individual and group reading activities. A good range of literature is used for group reading and to support the development of word attack, grammatical and comprehension skills, using the literacy framework as a guide for development. In their understanding of texts, pupils develop literal, inferential, appreciative and evaluative skills very effectively throughout the key stage. In their study skills, most recognise the classification system in the new library and develop good use of books to locate information. By the end of Year 6, a significant number are able to cross-reference sources of information, reorganise and present good examples of work. Good use is made of the Internet to support reading for information.

76. By the end of Year 2, pupils' attainment in writing is at least in line with the national average. Most pupils construct simple sentences and use punctuation correctly. Higher attaining pupils include speech marks in their writing. Younger pupils write simple words accurately, unaided and with appropriate letter formation. Older pupils make good use of dictionaries and wordbooks and acquire satisfactory skills in the construction of sentences. Pupils in Years 5 and 6 write thank you letters to the lifeboat men following their visit to Southwold. Pupils in Years 1 and 2 write thank you letters to the lifeboat men following their visit to Southwold. Higher attaining pupils effectively use their widening vocabulary to vary their stories and interest the reader. For example, when writing interesting accounts such as "Holidays 100 Years Ago" and imaginative stories, such as "The Magic Brush". Many pupils are able to write and compose their own "Water Everywhere" poems related to their studies of "Water Words" such as swish, splash and trickle.

77. At Key Stage 2, standards of attainment in writing are broadly in line with the national expectation. Many pupils write effectively in different forms, for example, in imaginative stories such as "Ring of Fire" and "Rainforest Adventures". They use commas, speech marks, paragraphs and tenses correctly, and their spelling is good. Handwriting is usually joined up and generally well presented. Standards in handwriting and presentation are inconsistent across the school. Information and communication technology is generally used well to support work in English, having benefited from the provision of a new computer suite.

78. Pupils' attitudes to learning English are very good throughout the school and contribute significantly to the high standards of attainment in literacy. They work well together when undertaking paired tasks and they persevere and complete tasks well. They are well motivated and demonstrate their interest by asking relevant questions and eagerly taking part in discussions. They draw readily upon previous knowledge and their own experience in and out of school. Behaviour in lessons is very good and pupils show initiative and the ability to work independently.

79. The quality of teaching throughout the school is very good. Teachers have very good subject knowledge, use a range of styles based on excellent relationships, high expectations of the pupils and good management of the pupils in both whole-class and specific ability groupings. Lessons are conducted very effectively and question and answer techniques are very well used. The school has carefully analysed and identified its provision for English, along with pupils' attainment. It has established clear priorities for improvement and has worked hard to develop the literacy hour. The effective links between English and many other subjects,

such as history and geography, are good and provide reinforcement of pupils' knowledge and understanding.

80. The subject is very well led by the very enthusiastic subject co-ordinator. Suitable targets have been set and are already improving the standard of writing. Assessment procedures are appropriately established and make an important contribution to planning work to meet the needs of individual pupils. The school has also developed a detailed portfolio of moderated, standardised pupils' work, which acts as a good reference against which individual attainment levels can be assessed. The work done with pupils who have special educational needs is very good. These pupils make very good progress when measured against their previous levels of attainment. The provision of resources is good and meets the needs of the National Curriculum and the National Literacy Strategy.

MATHEMATICS

81. The number of pupils in each year group in 2001 was less than 10, consequently it is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the performance of pupils in similar schools. Over the period 1997 to 2001 results for both age groups have usually maintained a position above the national trend with clear peaks and troughs reflective of the varying ability of different year groups of pupils. There is no significant difference in the attainment of boys and girls. Wilby is much smaller than other primary schools, it is therefore important to take into account the significance of the results of just one child upon the schools percentage of achievement, in a larger school the effect would be much less marked.

82. The school has made very good improvement since the time of the previous inspection when it was reported that standards at both key stages were "broadly average". This has been achieved through very good leadership and the much improved and more confident teaching of a curriculum that provides pupils with wider experiences and opportunities to develop their confidence, skills and knowledge.

83. The evidence from inspecting standards of the work completed and taking place in classes this year indicates results that are again above the national average for both 7 and 11 year olds with improvement in the percentage of 11 year old pupils reaching the higher levels of attainment. This has been confirmed by the provisional results of national testing for 2002.

84. By the age of 7 pupils have gained good experience in oral, mental and practical work, accompanied by discussion in which most pupils play a very good part. Good understanding is evident through the majority of pupils being able to give sensible explanation of the strategies they have used to arrive at the answers that many confidently give to their teachers' questions. In an observation of a Key Stage 1 lesson, Year 2 pupils recognised all coins and could find totals, give change and work out which coins to use to pay, in an activity that was adapted very well to the needs and ability of the Year 1 and Reception children who are part of the same lesson.

85. The curriculum is interesting and the higher attaining pupils are well challenged through very good teaching that has high expectations of them. Pupils with special educational needs achieve well through work that is very practical and helps them develop their mathematical understanding. Scrutiny of their past work show that they work well within the expectations of the National Numeracy Strategy for their appropriate year. For example, most pupils work

confidently with numbers up to 1000 by the time they are 7 and develop specialist mathematical language. The average and above average workers and a significant number of the less able have learnt to satisfactorily record their work. Much of the work in recording involves the completion of work sheets or pages in workbooks. This does not always provide sufficient opportunity for younger pupils to develop the habits and skills of careful presentation.

86. By the time they are 11 a good proportion of pupils have maintained their good standards and have continued to make good progress to ensure their working at standards that are above national averages. This very good achievement is the result of the very good opportunities they have received throughout the school and very good teaching that has ensured they have learnt well. The work the Year 6 class undertake on probability very well illustrates the very good quality of learning taking place and the depth of understanding and confidence the pupils have. Very significant to this quality learning is the excellent quality of the teacher led discussion and the excellent relationships and very positive climate for learning.

87. Teaching is very good in each of the three lessons of mathematics teaching seen during inspection. This high quality of teaching and the excellent climate for learning is largely instrumental in bringing about the very good attitudes and behaviour and the very good learning of all the pupils. Teachers' have very good subject knowledge that helps to ensure that planning is good throughout the school and well accommodates the different groups of ability in the mixed age classes they teach. There is special recognition in mathematics of pupils who are especially gifted and talented. A Year 4 pupil works successfully alongside Year 5 at tasks that extend her abilities. The mental and oral sessions are consistently very good and helping to raise standards. The good practice of asking questions which all range of abilities can answer, is a feature of every lesson.

88. The good inclusion of all pupils brings about their very positive attitudes to mathematics and very good behaviour. Very occasional incidents in which pupils behaviour is not in line with the high standards expected in the school is very well and firmly and sensitively handled by the teacher. The methods and organisation of teachers is very good and support staff, when present, contribute very well to the excellent management of pupils. Teachers' expectations are very high and the pace of lessons good. The plenary is often very good and provides the teacher with good opportunity to assess that learning objectives had been achieved. The good assessment procedures for mathematics are used well by teachers to plan effectively for all groups of pupils.

89. The mathematics curriculum fully meets legal requirements. All areas of mathematics receive good emphasis and mathematical skills, knowledge and concepts are used well to support other areas of the wider curriculum, such as science. Most teachers are using the computer satisfactorily to support the mathematics curriculum. This is an area that continues to improve, helped by the very good and easily accessible information and communication technology provision in each classroom. The school aims to improve its software and by so doing should improve upon the variety of data recording it is at present able to use.

90. The subject is led and managed very well. It is very carefully co-ordinated and well resourced and the work and enthusiasm of the co-ordinator plays a significant part in the improvements the school has made. The introduction of the National Numeracy Strategy has been very effective. The use of homework is very good.

SCIENCE

91. Standards of work achieved by pupils at the age of both 7 and 11 are generally above levels expected nationally. The number of pupils in different age groups is small so there is variation in these scores from year to year. There is a steady underlying progress in learning in all aspects of science throughout the school and over time. This is clearly the result of the very good teaching, which is found throughout the school. All pupils, including higher attaining pupils and those with special educational needs, achieve well and they acquire the appropriate knowledge and skills. Pupils learn how to describe and explain what they are doing in both scientific and technical vocabulary.

92. By the age of 7 pupils have an appropriate understanding of materials and are able to classify a range of materials that includes metals, wood, fabric, plastic and paper. They also know that electricity is needed to light up a bulb and draw simple representative pictures of their successful circuits. Pupils carry out investigative tasks using magnets and study animals and their different habitats when finding out about life processes by studying mini-beasts to be found in the school grounds. Pupils are able to ask simple questions and use appropriate scientific language. For example, they describe how cress seeds need water and light to grow.

93. By the age of 11 pupils understand the concepts of circuitry, use conventional symbols in diagrams and confidently carry out practical investigations that involve making circuits. This is appropriate for their age. Pupils confidently discuss the requirements of a fair test and record their results in their own way. For example, they understand the concept of gravity and air resistance and are able to carry out experiments in the to gather results which they then compare with their predictions.

94. The overall quality of the teaching and learning is very good. Teachers encourage pupils to ask questions and they are given good quality opportunities to research possible answers. Lessons are built on pupils' previous knowledge and teachers' planning is effective with learning objectives clearly set out. These are successfully shared with the pupils and they settle to work quickly. Good use is generally made of questioning and this is matched to the differing needs of the pupils. They are usually keen to get on with their work and work together very well. The management of pupils' behaviour is good and pupils listen with interest and concentrate fully on the task in hand.

95. The co-ordinator has put together an action plan for the subject as part of the school improvement plan although the success criteria are framed in general terms rather than specific features which can be properly evaluated. Pupils' progress is tracked through ongoing assessment and the overall planning of the subject is monitored. Staff meetings have been allocated to monitor and evaluate the teaching and learning in science. Cross-curricular links have been identified as an area to develop.

ART AND DESIGN

96. The previous inspection report identified standards in art to be below national expectation at Key Stage 2. The school has made energetic and successful efforts to reverse this situation. Observation of lessons and evidence from medium term planning, lesson plans, display, pupils' work and discussion with teachers and pupils indicates that all pupils, including those with higher prior attainment and with special educational needs, make very good progress and attain standards above those expected for their age.

97. In Key Stage 1, pupils use materials and paint with confidence and evident enthusiasm. They paint eye-catching pictures of sunflowers and have produced a colourful collage of

“Wibbly Pig and His Friends”. There is a progressive acquisition of the skills of line and tone, colour mixing and representing people and objects by paint and crayon. Linked to their studies of holidays 100 years ago they skilfully use pastels to create colourful and detailed seaside pictures. Pupils’ develop their skills in painting with texture and using paint by methods other than a brush, for example, using circular objects to create circle prints and fingerdot pictures. They make effective use of clay to produce coil pots and slab vases.

98. In Key Stage 2 creative and artistic skills are well developed. Pupils in Years 3 and 4 visited Christchurch Mansion Gallery in Ipswich. They researched the work they saw and produced impressive pictures in the style of famous Suffolk artists. For example, “Blythburgh” by Henry Robertson, “Fox Hall Road” by Robert Burrows and various pictures painted by Sir Alfred Munnings and John Constable. They confidently use watercolours to produce their own pictures in the style of famous local artists such as Squirrel, Robertson, Miller and Rushton. They successfully experiment with hard and soft pencils to see how they can create light and shade and visit the local church to make sketches of religious artefacts. Following their visit to Aldeburgh pupils in Years 5 and 6 build on their previous experience of imaginative and memory work based on observation and recordings of the school buildings study and discuss the work of artists such as Peggy Somerville and Tom Savage.

99. In both key stages, pupils study the work of famous artists such as Turner, Rousseau, Van Gogh and Picasso to develop their understanding of different drawing and paint techniques. Their work shows good powers of observation in the use of line and choice and application of colour. Pupils enjoy art and design and are very proud of their achievements. They discuss their work enthusiastically and are keen to point out the best work on display and explain why it is good. They explain very carefully successful techniques they have used.

100. Across the school, teaching of art and design is very good. Teachers plan well and make sure that activities enable all pupils to participate; they present challenges which intrigue pupils and hold their interest. Volunteer parents provide sensitive help and encouragement, particularly to pupils with special educational needs, who make good progress through both key stages.

101. Material resources include a good range of media for two and three-dimensional work. Statutory requirements are fulfilled and there are very good links with other subjects across the curriculum.

DESIGN AND TECHNOLOGY

102. No lessons in design and technology were observed during the inspection. Evidence derived from discussion with teachers and pupils, artefacts and models which they have made, photographs and teachers’ planning indicates that all pupils, including those with higher prior attainment and with special educational needs, make good progress and attain standards at least in line with those expected for their age.

103. At Key Stage 1 pupils’ skills in design and technology are appropriately developing in the areas of designing, making and evaluating. Younger pupils enjoy working with construction kits. They design and construct a swimming pool with a café in the sand tray. Older pupils develop skills in joining materials together by a variety of means, including glue, string and paper fasteners. They design and make moving pictures and glove puppets. Linked to their study of “Holidays Then and Now” and instructional texts in literacy, they are able to select materials and cut and shape when making Victorian style bathing huts and beach huts similar to those they saw on their visit to Southwold. The majority of pupils are able to reflect on their ideas and suggest improvements to their models. By the end of the key stage, most pupils,

including those with special educational needs, have a sound understanding of designing, making and evaluating.

104. At Key Stage 2, plans show appropriate progression and content, relating to the national programmes of study. Evidence indicates that an appropriate range of tasks are undertaken. Pupils improve their making skills and measure, mark out and shape a range of materials, using additional tools and techniques at a suitable level for their age. They develop their design skills to an extent which enables them to identify in appropriate detail the resources required and describe the stages of construction. Pupils in Years 3 and 4 investigate techniques used in woodwork by making working models of cranes. The pupils' work in design and technology is imaginatively used to support other areas of the curriculum. For example, In Years 5 and 6 pupils' knowledge of the Victorians is enhanced by the focus on designing and making Victorian boxes. In their studies of textiles they design and make colourful fabric pictures. By the end of the key stage, most pupils make realistic suggestions about how they can achieve their intentions and begin to recognise that there are different considerations, which need to be taken into account. Most identify the main stages in design, making and evaluating and show good understanding of the tools, materials and processes required.

105. The quality of learning is good. Pupils with special educational needs in both key stages are provided with very good support so that they also make good progress in the subject. The provision of tasks that require co-operation enable pupils to discover together and learn from one another. This not only improves the range of work that can be done but markedly improves the quality of relationships within the school and supports pupils' social development. Pupils use the correct technical terms in their planning and discussion. Their accuracy in measuring is enhanced by the work undertaken in numeracy.

106. Pupils' attitudes to the subject are very positive. They show interest and can discuss methods they have used with appropriate vocabulary. Pupils take pride in their achievements and suggest some ways in which their ideas could have been improved.

107. Teaching in those aspects seen, such as planning, is good. The teachers have a good working knowledge of the subject and of how pupils can be encouraged to approach it successfully. The work is well planned so that there is progression in the development of skills in designing and making. Teachers expect pupils to work hard at the tasks planned for them and enable them to enjoy the work. They ensure that resources are easy for pupils to locate. Opportunities to extend pupils' vocabulary are effectively taken and appropriate terms explained. The long-term plan identifies the focus of a topic and plans for each term provide a sound base for pupils' work.

108. A national scheme of work is used to ensure the systematic development of skills and techniques as pupils move through the school. Resources are good, used well and easily accessible for pupils. The school understands the need to develop its use of the good information gained through informal assessment.

GEOGRAPHY

109. The standard of attainment for pupils at both the ages of 7 and 11 is above national expectations. All pupils, including those with special educational needs, achieve well and make good progress in the acquisitions of knowledge and skills. This is an improvement on

the findings of the previous inspection when standards were reported as being “in line with national expectations”.

110. The curriculum for the younger pupils is well planned around their familiar environment and within their experiences, a factor well illustrated by their topic headings of “What it is like where we live”; “Framlingham” and “The Seaside”. From these studies they achieve good standards by the end of Year 2 in the ability to describe the human and physical features of their locality through such work as “My journey to school”. This

provides them with the knowledge and understanding to express their views and ask and answer questions about places. Some awareness of localities other than their own comes through their “Seaside” topic in which they consider travel to different places and produce a block graph of “Where we go on holiday in Class 3”. Visits are arranged to support and motivate the work and very often such visits are closely linked to other areas of the curriculum, in particular history.

111. The importance of first hand observations and experience is also very apparent in the work of Year 5 and 6 pupils and makes significant contribution to the above average standards that are achieved. Their residential visit to Derbyshire is significant to their understanding of the importance of location to understanding places. It also provides good opportunity for pupils to use a range of geographical skills and evidence to investigate places. Pupils show a good use of appropriate geographical vocabulary in their writing.

112. The judgement that teaching is very good is based upon the one lesson seen taught to Year 3 and 4 pupils. This was one of a series of lessons based upon study of a contrasting locality focused upon the little village of Chembokalli in India. The teachers planning and preparation for the lesson was very good. Good classroom management and the consistent use of good strategies to ensure the very good attitudes and mainly good behaviour of pupils is very evident. Pupils learnt well in this lesson and remembered well their learning from previous lessons, for instance they know of the comparative isolation of the village, the lack of roads and the relatively poor people. Such knowledge enables them to contribute very well to the teacher led discussion on what is good about Chembokalli; pupils suggest lots of land and room to grow produce in a predictable climate, whilst being aware of the extreme nature of monsoon climate.

113. Teachers ensure the less able pupils are well supported in the challenging tasks set for them, which they need to work hard to complete, an indication of the teachers’ high expectations. There is a very good work ethos with pupils working together with co-operation and harmony with often a less able child supported by a more able partner.

HISTORY

114. During the period of inspection no history was being taught. The school was able to provide ample evidence of pupils’ work and long term planning. From these can be made the judgement that the standard of attainment for pupils at both the ages 7 and 11 is above national expectations. In both key stages pupils, including those with special educational needs, make good progress and gave a good knowledge of the past and some of the events and people who have shaped world history.

115. By the age of 7 pupils have had the opportunity to learn about events that took place long ago. They have some ability at sequencing events and are increasingly able to distinguish between aspects of past lives and their own. Currently on display is work following a recent visit to Southwold. This visit is being very well used to inspire pupils work on the unit of study, "Holidays 100 years ago". Some lovely illustrations really capture the period feel and the use of primary source material really brings to life the comparisons they make with holidays then compared with now. Many write fluently about the Norman's, knowing they came from France and about the Battle of Hastings. They learn about castles and can name its various parts, for example, they know the keep was the safest part of a castle. There is some good use of information and communication technology to word process a story about the "spit boy" and his life in the castle. Pupils appreciate the changes that have taken place over time through their study of the life of Florence Nightingale. They learn of her influence and the resulting improvements to conditions in hospitals at the time of the Crimea.

116. By the age of 11 pupils have developed very positive attitudes to history that are seen in the care and pride and extent of their work. Pupils in Years 3 and 4 carry out an in depth study of World War II. This is the vehicle for some very sensitive and imaginative writing using the computer. Pupils are able to use and develop their literacy skills in their letters home from an evacuee. There are good opportunities in the context of this topic to consider the reliability of their evidence, they consider photographs as a reliable form of evidence whereas they realise that memory can become less reliable and distorted by time. This good work and progress culminates in the impressive work that Years 5 and 6 present on the Victorians. The presentation is very often excellent and represents a great deal of time and effort and research, often at home and involving parents. The work consists of several mini-studies, for example, Victorian fashions, and the effect of social reforms affecting the education and employment of children. This very thorough work incorporates many other curricular areas and strands and requirements of the history curriculum.

117. Although there was no opportunity to see history being taught, the quality of pupils work is a very positive indication of high quality teaching and the school has made good improvement in the subject since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Standards in information and communications technology are in line with national expectations at the end of Year 2 and above the expected level by the end of Year 6. The skills of pupils are consistently and progressively developed across the school and this is brought about by the very good quality of teaching and the increased opportunities made possible by much improved provision of computers which are easily assessable within each class. This accessibility also improves the opportunity to use the computer for word processing and research and to be well integrated in most other areas of the curriculum. Pupils with special educational needs have equal opportunity and achieve and make progress that is similar to that of their peers. These judgements are an overall improvement on the findings of the previous inspection when standards were reported as meeting national expectations.

119. By the time they are 7 pupils are familiar with the language of technology and are happy to talk about and demonstrate what they know and can do. They have satisfactory knowledge and control of the keyboard and can use well its basic functions such as space bar, capitals and delete. They can enter text and move its position, change font and colour, and store and retrieve the information. They can access files or programs, for example they are able to show how to use the art program "Dazzle" using the icons to select tools to draw and colour. When

the colour fill process does not work as they expect, they are quick to realise what they have done wrong and know how to correct it. There are examples of the use of the word processor to write short stories and good use was seen being made of the computers in a literacy lesson when they used the program "Clicker" to select phrases to build sentences in connection with their recent visit to Southwold. These experiences together with the use of the controlled device floor turtle ensure that appropriate levels of attainment are easily achieved.

120. The very good experience and learning in Key Stage 1 prepare the pupils well for their subsequent work in Key Stage 2. During the inspection pupils were seen using information and communication technology confidently, for example, group work on spreadsheets within a numeracy lesson for Years 5 and 6. Although the opportunity to see the skills being actually taught were very limited, the teacher provided very good advice and support for the pupils showing his own very good subject knowledge.

121. To support the positive judgements being made the school is able to provide ample and very good examples of annotated work to substantiate the good coverage of the curriculum for information and communication technology and the above nationally expected standards being attained. Some further examples of extensive work on spreadsheets is seen where pupils collect data on the effect of exercise on pulse, which is used to create a database that is converted to graphical form. This work shows very good use of information and communication technology in support of science and mathematics. Lots of examples are seen of word processing, including the importing of graphics into text. The use of the school's digital camera is well illustrated when pictures of the children, which they have taken, are imported into "paint" and moved to make a collage from which they are able to erase the background of the original picture. Many further examples, well illustrating good standards across the wide range of the national curriculum for information and communication technology were presented for evidence securing information and communication technology as one of the many strengths of the school.

122. Pupils have all had a wide experience of searching the Internet for data, particularly for topic work for which the work can be seen in their folders. At present technical difficulties prevent the Internet being available within the classrooms but the school determinedly ensures that pupils are not disadvantaged by measures such as them being able to use the office computer.

123. Since no lessons were seen exclusively concerned with the direct teaching of information and communication technology, a judgement from first hand observation is not possible. It is nevertheless very evident from the many good and wide ranging examples of work seen, well supported by confident and articulate pupils, that teaching is very secure in knowledge and understanding of the subject. It provides good support for pupils and frequent opportunities for them to use and develop their skills. Undoubted the enthusiasm, expertise and hard work of the subject co-ordinator has a significant effect upon the success the school is having.

MUSIC

124. By the end of Year 6 standards in music are good. Pupils' progress is good and enhanced by the provision of exciting, music-making activities. No lessons in music were observed in Key Stage 1. Evidence of pupils' attainment and progress is therefore derived from discussion with teachers and pupils, singing in assemblies and teachers' planning. Pupils learn a wide range of songs, including those for collective worship. They begin to

recognise the main elements of music and to explore and experience a wide range of percussion instruments. Pupils can compose simple percussion accompaniments to songs. They can identify fast and slow and high and low sounds and can identify the sounds of some instruments. They start to develop a musical vocabulary and become aware of melody and the rhythm of words. They develop good listening and remembering skills.

125. In Key Stage 2 pupils also make good progress. They work out their own lyrics with accompanying rhythms and melody. Some individuals score their compositions using simple graphic notation and other pupils perform using a variety of tuned and untuned instruments. When listening to music they discuss dynamics, tempo and timbre, express preferences and talk about moods created by the music. Pupils rehearse and present their own projects and performances. Linked to their topic of animals and mini-beasts pupils in Years 3 and 4 listen to "The Gadfly" by Shostakovich and create their own pond music effectively using musical effects to create movement. In Years 5 and 6 pupils confidently participate in the round, holding their own part successfully. Pupils sing together well as a school; their singing is tuneful and expressive. High standards of singing were heard during the inspection.

126. All older pupils in Key Stage 2 learn to play the recorder and a variety of instruments. The good opportunities for pupils to become involved in leavers' services, harvest festivals, Christmas Carol Services and other school productions extends pupils' interest and confidence in music.

127. The pupils' attitudes to learning in music are very good at both key stages. Behaviour, the quality of their relationships and their personal development are also very good. Pupils show enthusiasm and interest in their work and are keen to take part in discussions and give answers to teachers' questions. There is good participation in assemblies and pupils listen carefully to the introductory music. They demonstrate enthusiastic singing and a sense of enjoyment. The relationship between staff and pupils is excellent.

128. In music lessons the quality of teaching observed was very good. The teacher is confident and secure and succeeds in motivating the pupils with well-structured lessons and a variety of practical activities, to which the pupils respond readily. Pupils speak openly of their enjoyment of these lessons and respond very positively to the teachers' enthusiasm for and love of music. Lessons are very well planned and structured and contain a variety of activities. The teacher has high expectations of pupils' behaviour and achieve good response, particularly when pupils listen to music or to other pupils performing. Resources for music are good.

PHYSICAL EDUCATION

129. It was only possible to make observations of gymnastics and swimming, in these, standards of attainment for 7 and 11 year old pupils were above national expectations. By the end of Year 2 pupils are able to perform simple skills with safety and control, keeping good balance in a sequence of movements both on and off apparatus. They are able to plan their own sequence of activities and talk about what they and others have done.

130. The scheme of work and teachers planning indicate regular inclusion of all strands of the National Curriculum for physical education. Only swimming was observed for junior pupils and in this it is clear that by the end of Year 6 expectations are well achieved and pupils are working towards proficiency certificates awarded by the local education authority. Some

pupils are working towards their fourth proficiency certificate whilst some others are working towards their fifth proficiency certificate.

131. The teaching observed was very good. Planning is very good and in the gymnastics lesson for younger pupils it ensured appropriate warm up activities with planned activities progressively becoming more challenging in the course of the lesson. Those pupils with special educational needs are well included and supported enabling them to progress as well as their peers. Pupils are very well managed; they are sensible and behave very well. The teacher helps the pupils achieve through clear explanations and letting them know what are the clear indicators of success, such as the quality of the finish to their movement. The lesson clearly shows the very high quality in relationships and the very high standard of discussion found throughout the school.

132. Pupils have very good provision for swimming, which is a very regular part of their curriculum entitlement throughout their time in the school. The teachers play a very good, full and active part in teaching swimming. The instructors at the pool have a very positive view of the school. "Wilby school always work hard when they come to the pool and are a pleasure to teach. The teachers are also enthusiastic about swimming lessons."

133. Although the opportunity to see many elements of the curriculum, such as dance, games and athletics was not present, the schools documentation is good and gives good evidence of compliance with the demands of the national curriculum. The school has a good system of record keeping and assessment. The school is proud of the success it has in sport with a good record of tournament victories.

RELIGIOUS EDUCATION

134. Standards of work achieved by pupils at both ages 7 and 11 meet the targets set in the locally agreed syllabus. Standards have been maintained since the last inspection. The pupils make satisfactory progress in learning about different world religions, including Christianity, Judaism, Islam and Hinduism.

135. By the age of 7, pupils know some significant facts about the Christian religion. They know that there is a special book called the Bible and that it contains stories that are important to many people. Pupils know that there are different places of worship for followers of different religions. They talk about and visit the local church, where they know the clergy. Pupils understand what happens in the church and talk about certain ceremonies such as baptisms and weddings. They talk about significant events in their own lives.

136. By the age of 11, pupils confidently recall biblical stories such as the parable of the Good Samaritan. They have a broad understanding of Christianity, Judaism and Islam. For example, they know about different places of worship and they describe the main features of Christian places of worship. Pupils name and describe some festivals in major religions, such as Easter, Christmas, Passover and Diwali. They relate to and discuss stories from Old and New Testament literature and discuss the meaning of the stories and the effect they have on the lives of people.

137. The overall quality of teaching and learning in those aspects seen is at least satisfactory throughout the school. Teachers maintain interest and motivation through good storytelling and the use of open and probing questions to assess and extend understanding. They are successful in getting pupils to think for themselves. For example, the pupils are encouraged to

discuss moral issues and are developing an understanding of how people feel in different life situations, such as losing a friend. Planning is organised and tasks are presented in an interesting and challenging way.

138. Pupils respond well to this approach and behaviour in lessons is generally good. Teachers make good use of visitors, artefacts and other resources to illustrate aspects of different religions. There are many displays around the school, which also promote interest in the subject.