

# INSPECTION REPORT

## MELTON PRIMARY SCHOOL

Melton

LEA area: Suffolk

Unique reference number: 124597

Acting Headteacher: Miss J Tunmore

Lead inspector: Ms J Mackie

Dates of inspection: 9-11 February 2004

Inspection number: 256891

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	206
School address:	Melton Road Melton Woodbridge Suffolk
Postcode:	IP12 1PG
Telephone number:	01394 382506
Fax number:	01394 380404
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Tim Fosker
Date of previous inspection:	18 May 1998

## CHARACTERISTICS OF THE SCHOOL

The school serves the local village and two other neighbouring villages. Some children also attend from Woodbridge. There are 206 pupils on roll and they are predominantly of white United Kingdom heritage. Four children have English as an additional language although the 3 Dutch children, who are all from the same family, have acquired the language very quickly. The proportion of pupils eligible for free school meals is broadly similar to national figures and the attainment of pupils on entry to the school is average. The pupils come from a wide range of socio-economic circumstances. The proportion of pupils with special educational needs is above the national average, with seven pupils having statements of special educational needs. The specific needs cover dyslexia and social, emotional and behavioural needs. In addition, one pupil has a physical disability and three have autism. Quite a number of pupils have joined the school at times other than the normal date of admission. The school received a Schools Achievement award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7871	Jean Mackie	Lead inspector	Science Information and communication technology Design and technology English as an additional language
9505	David Haynes	Lay inspector	
22147	Anne Holland	Team inspector	Foundation Stage English Art Music Religious education
23805	Margaret Lygoe	Team inspector	Mathematics History Geography Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Melton Primary is an effective school and provides good value for money.** Most pupils achieve well as a result of the good teaching that they receive. By Year 6 the substantial majority of pupils have reached standards that are in line with national expectations, which represents good progress from their attainment in Year 2. Strong support and guidance is provided by the teachers and other adults in the school. The acting headteacher is providing good leadership and the school is well placed to undertake its next stage of development.

The school's main strengths and weaknesses are:

- Much of the teaching is good and some is very good, particularly in the Foundation Stage and in Years 3 to 6.
- The school has very good systems for meeting the needs of all of its pupils, particularly those with special educational needs.
- The acting headteacher, with effective support from the governors, is providing a clear direction and establishing a strong team of teachers.
- Standards in mathematics in Year 2 are below national expectations.
- The expectations of what the pupils in Year 1 can achieve are not high enough.
- Standards of presentation and handwriting are weak.
- There is an enriched curriculum, with particularly good provision for art.
- Links with parents are very good.

Improvement since the last inspection is satisfactory overall. Weaknesses in leadership and management have been tackled successfully and other key issues have been dealt with systematically. Whilst standards in Year 6 have improved broadly in line with the national trend, there remain some shortcomings in the teaching of the younger pupils which means that achievement in Year 1 is not as good as it should be.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	D	C	C
mathematics	C	C	B	B
science	C	C	B	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement overall is good.** Pupils achieve satisfactorily by Year 2 and attain national average standards in reading and writing. Standards in mathematics are below the national average. Achievement is good in Years 3 to 6 with pupils in Year 6 reaching average standards in English and mathematics. Language skills are developed appropriately across all subjects, although handwriting and presentation needs improvement. Number skills are practised less often in other subjects. Information and communication technology skills are in line with national expectations by Year 6. Children in the Reception class achieve well. They are making good progress and the majority are likely to meet the goals that they are expected to reach by the end of the year, with some higher-attaining children exceeding them. The pupils with special educational needs make good progress and achieve well. There are no significant differences in the achievements of boys and girls across the school. The good induction<sup>1</sup> procedures enable those pupils who join the school during the year to settle quickly and achieve as well as others in the class.

<sup>1</sup> Induction refers to the arrangements for receiving new pupils into the school or into a new class.

**The pupils' spiritual, moral and social development is good and their cultural development is satisfactory. The pupils have positive attitudes to school and their behaviour is good. Attendance is good and punctuality is satisfactory.** The pupils are keen to learn and take an active role in school life, including extra-curricular activities.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education. The quality of teaching is good overall.** There is some consistently good and a small amount of very good teaching in most classes. The level of challenge for Year 1 pupils is not, however, high enough and their learning is limited as a result. Teachers assess the pupils' progress regularly and use the information systematically to inform the next steps in learning. The school provides a broad and balanced curriculum that is enriched by a good number of visits and visitors to the school. Pupils with special educational needs are well provided for. Teaching and provision in the Reception class are good enabling the children to settle quickly to day-to-day routines and make good progress.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The acting headteacher has continued to provide a clear focus for the school's development, building on the aspirations established by the previous headteacher. Governors and staff share the vision and are very supportive of the school. Day-to-day management is good. Careful monitoring of the work of the school has informed priorities for development which are being tackled effectively. Governors actively call the school to account for the standards achieved by the pupils. Statutory requirements are met.

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

Parents are very largely supportive of the school. They feel that the teaching is good, that the teachers expect their children to work hard and that behaviour is good. Although a few concerns were expressed about the information provided on their child's progress, the links established by the school with parents and the community are judged to be very good. The pupils are also largely positive about the school. They feel safe and would readily go to an adult if they were worried about anything.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Raise standards in mathematics in Years 1 and 2.
- Tackle the shortcomings in teaching in Year 1.
- Improve standards of presentation and handwriting.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

**Achievement is good overall.** It is good in the Reception class and in Years 3 to 6. Pupils in Year 6 are reaching standards that are in line with the national average, which represents good progress from their previous attainment in Year 2. Achievement in Years 1 and 2 is satisfactory overall, being stronger in Year 2. Standards by Year 2 are average overall but better in English than mathematics. Pupils with special educational needs achieve well. Those pupils who join the school during the school year achieve as well as others in their class.

#### Main strengths and weaknesses

- Achievement in the Reception class is good with the result that the majority of the children are in line to meet the goals that they are expected to reach by the end of the year.
- Achievement in Years 3 to 6 is good as a result of the good teaching in those year groups.
- Standards in Year 2 are below average in mathematics.
- The pupils in Year 1 are not achieving as well as they should be.
- Standards of handwriting and presentation are not as high as they should be.

#### Commentary

##### *Standards in national tests at the end of Year 2 – average point scores in 2003*

Standards in:	School results	National results
reading	14.1 (15.0)	15.7 (15.8)
writing	14.4 (13.3)	14.6 (14.4)
mathematics	15.5 (16.2)	16.3 (16.5)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

1. In the 2003 national tests, the pupils in Year 2 achieved results that were well below both the national and similar schools' averages in reading. While results for writing were stronger, and in line with the national average, they were below the average for similar schools. The mathematics results were below the national average and well below the average for similar schools. The ambitious 2003 targets for the proportion of pupils reaching the expected Level 2 were not met. There were changes in the cohort between the target setting process and the 2003 national tests, with a number of children joining the class with comparatively lower prior attainment levels than the rest of the year group.
2. Inspection findings show that the current Year 2 pupils are achieving well from a low base at the beginning of the year and are reaching standards that are in line with national averages in reading and writing. This is an improvement on the position shown by the 2003 tests and has resulted from clearly targeted work to improve attainment in English. Standards in mathematics remain below average, similar to the 2003 test results. While there is a focused programme of improvement in mathematics, the emphasis has been on English where improvement is more evident. Pupils in Year 1 achieve less well as expectations of what they can do are not high enough.



**Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	27.4 (26.4)	26.8 (27.0)
mathematics	27.5 (27.0)	26.8 (26.7)
science	29.5 (28.9)	28.6 (28.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

3. When taken overall, the pupils in Year 6 achieved results in the 2003 national tests that were above the national average and the average for similar schools. The results for mathematics and science were stronger than those for English, which were in line with both the national and similar schools' averages. The results represent good progress from the pupils' prior attainment in Year 2. The test results for Year 6 pupils have improved broadly in line with the national trend. The 2003 targets set for Year 6 were exceeded, particularly in mathematics, as a result of some focused teaching in that class.
4. Inspection evidence shows that pupils in Years 3 to 6 achieve well because the teaching is well focused and challenges them. The teachers have high expectations. Standards by Year 6 are currently in line with the national average for English and mathematics. This represents good progress as these pupils started Year 3 from a comparatively low base. It also takes into account a relatively high proportion of pupils with low prior attainment, who have joined the school in recent years. These standards reflect those of the 2003 national tests in English. The standards seen in mathematics are below those reached in the 2003 national tests; however, the impact of the booster classes is yet to be seen. There are no significant differences in the achievements of boys and girls.
5. The good teaching in the Reception class enables the children to achieve well and make good progress. Not all pupils experience the full three terms of early learning but, nevertheless, the majority are well placed to meet the goals expected by the end of the Reception year.
6. Pupils across the school show satisfactory achievement in science and reach standards by Year 2 and Year 6 that are in line with the national average. Year 6 science test results have been consistently above the national average but this year there is an increase in the number of pupils who will be challenged to reach the expected Level 4.
7. The pupils' language skills, particularly speaking and listening, are developing appropriately across other subjects although handwriting and presentational skills remain weak by Year 6. Number skills are also being practised across other subjects such as science and information and communication technology although opportunities for consolidation are not as frequent as they could be. Standards in information and communication technology are average by Year 6 with pupils making the expected progress in skills and understanding as they move through the school. Achievement is good in religious education lessons. Pupils in Year 2 and Year 6 reach standards that are in line with the locally agreed syllabus.
8. Pupils with special educational needs achieve well because of the focused support that they receive. Teachers and support staff ensure that the activities planned enable the pupils to make good progress towards the targets identified in their individual education plans. Higher-attaining pupils and those that are gifted and talented achieve as well as other pupils in the class. Pupils with English as an additional language also achieve as well as their peers.
9. The scope of the inspection did not enable a detailed evaluation of standards in all subjects to be undertaken. However, pupils mostly achieve well from Year 2 onwards. Very good work was seen in art and in the additional musical activities undertaken by pupils. Work was largely in line with expectations in other subjects.

## Pupils' attitudes, values and other personal qualities

Attendance is **good** and punctuality **satisfactory**. Pupils' attitudes to school are **good** and their behaviour is **good**. Provision for pupils' spiritual, moral and social development is **good**. It is **satisfactory** for cultural development.

### Main strengths and weaknesses

- Pupils' willingness to show enterprise and take responsibility is good.
- The school promotes good relationships, including racial harmony.
- Pupils' confidence and self-esteem are good.
- Multi-cultural experiences are limited.

### Commentary

10. Pupils are interested in their lessons. The majority of pupils show good concentration, work hard and take a full and enthusiastic part in activities. Overall behaviour is good and can be very good in lessons when the quality of teaching makes the lessons stimulating. There are a few older pupils whose behaviour can be disruptive both in class and when at play but they are managed well and rarely impact on the learning of others. Relationships between pupils are good; they mainly play well together in mixed groups and no one is isolated. Pupils develop respect for each other and there is little incidence of bullying, racism or other forms of harassment in school. Pupils maintain that bullying is rare and if any unpleasant incidents do occur they know what to do and are confident that the staff will deal effectively with the problem. Pupils have good levels of self-esteem and readily accept the range of responsibilities on offer. They talk confidently with adults and are not afraid to express their views in the classroom discussions and with adults. The children in the Reception class show good achievement in their personal, social and emotional development.
11. Staff are generally very successful in supporting pupils who have particular behavioural difficulties. Pupils respond well in most lessons because they are treated calmly and consistently. Good behaviour is praised and encouraged. The very small number of fixed term exclusions last year resulted from a consistent application of the school's behaviour policy.

### Exclusions

#### *Ethnic background of pupils*

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	194	3	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

12. Spiritual development is enhanced well by the positive climate for learning, reflective assemblies, religious education lessons and links with the church. Pupils have a good understanding of their place in the school and wider communities. They value the fact that their achievements are celebrated. The appreciation of the work of various artists is a significant feature in the pupils' spiritual development.
13. Pupils have good attitudes and a good understanding of what is right and wrong. They quickly learn how to make sensible decisions about their own lives and to be responsible members of the school community. These qualities are reinforced well through personal, social, health and citizenship lessons and the wide range of educational visits. Parents' close involvement with the school adds support to this fundamental aspect of its work.

14. Pupils understand and accept that other people have different beliefs and cultures. They talk about these at levels that match their growing maturity. Pupils listen to and partake in a range of music, including music from other cultures. Religious education also makes a useful contribution to multi-cultural awareness. There are, however, limited opportunities for pupils to experience life in a multi-cultural society.
15. Attendance is good and above the national average. Good systems are place to contact parents on the first day of any unexplained absence.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.2
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The **quality of education** provided by the school is **good**. Teaching is good in the Reception class and is good overall in Years 3 to 6. The curriculum is good and provides a wide range of well-planned opportunities for the pupils including visits and visitors to the school. The pupils’ care and welfare are strong features of the school. Links with other schools, parents and the local community enhance the pupils’ experiences and support their achievement well.

**Teaching and learning**

While teaching and learning are **good** overall, there are some shortcomings in Year 1. Assessment of the pupils’ work is **good**, particularly in English and mathematics.

**Main strengths and weaknesses**

- The Reception teacher provides a wide range of good activities to develop the children’s learning in all aspects of the curriculum.
- The teaching of English and mathematics in Years 3 to 6 is good.
- The majority of teachers regularly challenge the pupils to achieve well.
- There is a lack of challenge for Year 1 pupils.

**Commentary**

16. The school has focused strongly on improving teaching and learning in English and mathematics. Efforts are beginning to bear fruit, particularly in Years 2 to 6.

**Summary of teaching observed during the inspection in 36 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (14%)	19 (53%)	9 (25%)	3 (8%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

17. The well-focused teaching in the Reception class, underpinned by a good range of stimulating activities, enables the children to achieve well in all areas of leaning planned for this age

group. Both the teacher and the support staff provide good encouragement and challenge which engages the children who respond positively to the experiences provided for them.

18. The determined focus of the school on improving standards in English and mathematics means that the majority of teachers are fully confident with the national strategies for literacy and numeracy. Teaching and learning in these two core subjects are good overall. In Years 4 to 6 the three large classes are split into four smaller teaching groups. This means that individuals receive more personal attention from the teacher and other adults in the class. Learning objectives are shared with the class at the beginning of each lesson and activities are planned appropriately to enable the pupils to work towards them. There are high expectations of both work and behaviour. Introductions are often lively and the activities capture the interest of the pupils who are very largely keen to learn and who tackle their work with enthusiasm. In a good Year 6 English lesson, for example, the teacher used the topical notion that pupils watch too much television as a stimulus to teach the skills of argument. Her clear exposition and exemplification of techniques enabled the pupils to examine the issue from two different perspectives using appropriate vocabulary and to develop successfully their own skills of presenting an argument.
19. Good relationships have been established within the classrooms and the pupils are aware that the teachers value their contributions to discussion and debate. As a result, the pupils are eager to answer questions and offer opinions. The staff know their class well and, in the main, they plan effectively to meet the differing needs of the pupils in their charge. The teachers ensure that pupils of all levels of ability take a full part in all aspects of the lesson, and adapt their questioning well to accommodate different levels of understanding. A range of tasks are presented with varying degrees of demand, which provide appropriate levels of challenge for all groups. This enables all pupils to engage and progress their learning at a good rate. Support staff are well trained and intervene effectively with those pupils who will benefit most from focused help. Teachers and teaching assistants plan carefully together so that all adults in the class are clear about what the pupils are expected to achieve. There are a few occasions, however, where teaching assistants are not as proactive as they might be in the classroom.
20. Teaching for pupils with special educational needs is good, enabling them to make good progress and to achieve well. Inclusion<sup>2</sup> is very good and pupils have full access to the curriculum. The support for pupils with statements of special educational needs is often very good. The teaching assistants are very sensitive to individual requirements, and are successful in encouraging pupils to try their best in every activity. Focused support for the small number of pupils with English as an additional language is enabling them to progress as well as others in their class.
21. There is some very good teaching in art which results in high levels of engagement of the pupils and some very skilful painting and three-dimensional clay work. The teaching of science is satisfactory overall, although there are occasions where teachers do not fully challenge pupils to apply their scientific understanding to new situations.
22. Teachers provide some good opportunities to develop language skills through the encouragement of paired talk to discuss ideas, in religious education, for example. There is not a consistent approach, however, to the development of handwriting and presentational skills. Number and information and communication technology skills are applied adequately across the curriculum although not as extensively as they could be, in science for example, to help the pupils to develop their enquiry skills.
23. A small number of weaknesses in teaching were observed, most notably in Year 1. In this class, expectations of what the pupils could achieve were too modest. The tasks set often lacked challenge and too many of the activities planned left children waiting for unnecessary

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<sup>2</sup> Inclusion refers to the arrangements for meeting the needs of all pupils, whatever their ability, background or particular educational needs.

lengths of time to take their turn. In an unsatisfactory music lesson, older pupils did not behave well when taught by a teacher from a different class. Their inappropriate behaviour disrupted the lesson so that teaching and learning were inhibited.

24. Assessment is good overall, particularly in English and mathematics. National test data is analysed in detail and the findings are used effectively to inform planning and set targets both at whole-school and individual pupil level. The teachers set both literacy and numeracy learning targets for the pupils so that they know what they are expected to achieve. The teachers assess progress informally in lessons and through a range of assessment tasks throughout the year. They provide good feedback on progress and make suitable suggestions to the pupils on how they can improve their work. The outcomes of assessment are used effectively to target additional support where needed. The portfolios of assessed work provide a useful record of the pupils' progress in all subjects of the curriculum. There are some examples, in science for example, where this information is not being used as effectively as in the other two core subjects to inform planning.

### **The curriculum**

The school provides a **good** curriculum with **very good** opportunities for enrichment. The accommodation is **satisfactory** overall and resources for learning are **good**.

### **Main strengths and weaknesses**

- Provision to ensure equality of opportunity is very good and all pupils are fully included in the curriculum.
- Provision for pupils with special educational needs is good.
- The art curriculum is very good and enables pupils to reach very high standards.
- Pupils are prepared very well for secondary school.
- The curriculum for children in the Foundation Stage is good except for provision for outdoor play.
- The hall and some of the classrooms are small, and this affects aspects of physical education and practical activities.

### **Commentary**

25. The school has successfully tackled the issues relating to equal opportunities identified in the last inspection report. Inclusion is now very good. Teachers plan and teach carefully to ensure that all pupils have access to the full curriculum. Provision for pupils with special educational needs is good, and much support takes place in the classroom. Teaching assistants are fully briefed about each lesson. Small group support in literacy is carefully planned and care is taken to ensure that pupils do not miss other subjects. This is an improvement on the position noted in the previous inspection. Appropriate provision is made for higher-attaining pupils, most notably in English and mathematics, to ensure that they are suitably challenged.
26. The curriculum is well planned and interesting, covering all the required aspects and offering a rich variety of additional activities to enhance the pupils' experience. The art curriculum is particularly inspiring and captures the interest and imagination of the pupils. Aspects of provision for physical education are good, including an introduction to swimming for pupils in the Reception class and Years 1 and 2 as well as in Years 5 and 6. There are good opportunities for a variety of musical activities and pupils regularly take part in events with other schools and within the community. A well-planned programme of visits enlivens the curriculum in many subjects, and Year 6 pupils take part in a residential visit to France. There are good opportunities for pupils to take part in competitive sporting activities with other schools.

27. Provision for personal, social and health education is good, and includes provision for sex education and drugs awareness. Links with the local secondary school are very good, and pupils are prepared very well for transfer at the end of Year 6. Visits start in Year 5 when pupils attend an activity day at the secondary school. Pupils and staff also benefit from curriculum support from secondary staff in mathematics and information technology.
28. The curriculum for the Foundation Stage is planned carefully in line with national guidance. There is a particular focus on developing the children's language and social skills. All areas of learning are covered well with the exception of outdoor play. There is access to a suitable safe outdoor area, but its use is underdeveloped.
29. The school has good outdoor facilities including grassed pitches, hard play areas and the paved area for the shallow swimming pool. The library and computer suite are good features. Some classrooms are small and at times this restricts the teachers' scope for working with groups. The hall is also small and older pupils in particular are unable to develop properly sequences of movement in gymnastics and dance.

### **Care, guidance and support**

The school cares **well** for its pupils and there is generally a high level of attention to matters of welfare, health and safety. There are **very good** levels of personal support and **good** and effective provision to obtain the views of pupils.

### **Main strengths and weaknesses**

- Staff know children and families very well.
- There is a high level of personal support.
- Very good use is made of outside agencies to support pupils.

### **Commentary**

30. Child protection procedures are satisfactory and all teaching and non-teaching staff are aware of their responsibilities. Standards of maintenance and cleanliness are good and vandalism and graffiti are not a problem. This instils high values in the pupils who show respect for property and resources. Teachers and support staff know the pupils and families well and provide a very good level of personal support, involving parents where necessary. Pupils are confident in approaching adults in the school. There is a clear and consistently applied reward system that encourages good achievement in all aspects of personal and academic development.
31. Induction arrangements for pupils entering the Reception year are good and establish a good home-school relationship. Staff make visits to nurseries and playgroups to meet the children before they join the school. Pupils joining the school mid phase are also inducted well. There is a good range of opportunities for pupils to take on responsibilities for the day-to-day running of the school. Supervision when pupils are at play is satisfactory but there is currently no play equipment available. The school council contributes to the development of the school and some of the suggestions made are being implemented, one of which is the imminent provision of play equipment for the playground.
32. Support for pupils with special educational needs is very good. Staff have a detailed understanding of individual needs and progress is closely monitored. There are good links with most outside agencies including local health services. Programmes to support pupils with behaviour difficulties are carefully implemented and regularly reviewed. There is good support for the pupils with English as an additional language which has enabled them to settle well into the school.

## Partnership with parents, other schools and the community

There are **very good** and effective links with parents and the community and **good** links with other schools and colleges. The views of parents were positive in the parents' questionnaire and at the parents' meeting.

### Main strengths and weaknesses

- Parents are very supportive of the school.
- There are good links with other schools that benefit pupils.
- There are very good communications and links with parents.

### Commentary

33. Parents' responses to the inspection questionnaire show that they are very largely happy about all that the school has to offer; that they particularly value the arrangements when pupils start at school; that their children like school and there is an expectation of hard work. An active friends association supports the school well by providing good social opportunities for parents and their children and by providing good financial support for learning resources.
34. The school actively seeks the views of parents through monthly forums. Regular newsletters inform parents of everyday events and termly year group letters advise of topic work to be undertaken. The governors' annual report and the annual reports on pupils' progress are very good. The pupil's report contains achievement and standards in all curriculum subjects and there is a statement of what the pupil needs to do next in English and mathematics. There is also a clear section on personal and social development. Parents are welcome in school and many attend special events and parent evenings. There are good procedures in place to deal with the concerns of parents but they seldom have to be used.
35. Links with other schools through the 'pyramid group' of similar schools benefit pupils through shared activities that include sports and an international residential visit. The school maintains very good relationships with the local secondary school and this helps pupils to transfer smoothly.
36. The school is effective in consulting parents when their children are identified as having special educational needs. Most parents attend the regular meetings to review their children's progress and to revise individual education plans. Pupils with special educational needs are given very good support when they transfer to secondary school. Individual needs are carefully assessed, and the school works hard to ensure a smooth transition. If pupils are thought likely to find aspects of secondary school difficult, the schools organise additional visits to familiarise them with the new routines.
37. Links with the local community are very beneficial. A Reading Together project with the East Anglian Daily Times local newspaper and links with Ipswich Town football club are used very effectively to enrich learning opportunities. Pupils participate in local events such as singing at the church fete and have exhibited art work in local galleries.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. Leadership is **good** and management is also **good**. Governance of the school is **good**.

### Main strengths and weaknesses

- The acting headteacher, well supported by the governors, is providing clear direction for the school.

- Day-to-day routines are well managed.
- Special educational needs and the Foundation Stage are well led and managed.
- There is a lack of rigour in the monitoring of the quality of teaching by the English and mathematics co-ordinators.
- Leadership and management are very good in art and good in music.

## Commentary

38. The headteacher who joined the school shortly after the last inspection tackled effectively the weaknesses in leadership and management and established, along with support from the governors, a clear vision for the school based firmly on maximising achievement for all pupils. Good procedures for evaluating the work of the school were put in place. The scrutiny of performance data, planning and pupils' work plus the programme of lesson observations resulted in a clear analysis of strengths and weaknesses, which was then used to inform key priorities for development. A well-structured approach to improvement planning was developed and has underpinned successfully the steps taken by the school to raise standards further.
39. Since the headteacher left in the summer of 2003, the acting headteacher, who was previously the deputy headteacher, has sustained the drive for improvement. The staff support fully the aims of the school and show a great commitment to the needs of all pupils. There is a strong inclusive ethos. The consistent implementation of a wide range of policies contributes to the smooth running of the school.
40. The governing body is now much better informed about the work of the school and is able to provide both support and challenge. It is aware, for example, of the comparatively weaker performance in Years 1 and 2 and has been actively involved in discussions about steps taken to secure improvement. Strategies in place, which include additional support from an Advanced Skills Teacher from a nearby school, are being closely monitored. Both the chair and other key governors are regular visitors to the school and have been particularly supportive to the acting headteacher.
41. Support for pupils with special educational needs, both on an individual basis and in groups, is effective and well organised by the special educational needs co-ordinator. She has a good over-view of provision, but has had limited opportunity to work alongside support staff and to monitor their work directly. Effective co-ordination of the Foundation Stage is having a real impact on achievement for the children in the Reception class. The dynamic leadership within art and music is contributing to the significant engagement of pupils in both subjects and resulting high standards. Other key staff are providing satisfactory leadership and management within their core responsibilities. The English, mathematics and science co-ordinators have analysed data carefully and are aware of the general areas for improvement. To date, however, there have been limited opportunities for the English and mathematics co-ordinators to refine their monitoring skills through regular classroom observations. The school is aware of this and has plans to deal with the issue. As a result, actions taken have resulted in some improvements, most notably in Year 6, but weaknesses remain in Years 1 and 2.
42. Finances are well managed on a day-to-day basis and there is a good working relationship between the chair of the finances committee, the acting headteacher and the administrative support staff. Governors are fully involved in the strategic deployment of resources, which are closely matched to the school priorities. The rather large under-spend at the moment has been appropriately earmarked for additional teaching support and the updating of information and communication technology equipment.
43. Parents very largely feel that the school is well led and managed. A number commented favourably on the opportunities to meet with governors and the acting headteacher on a monthly basis.



## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	540,455
Total expenditure	533,256
Expenditure per pupil	2,503

Balances (£)	
Balance from previous year	68,270
Balance carried forward to the next	75,469

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

44. Provision for children in the Reception class is **good**. It is providing children with a secure, stable start to their educational life. The school has sustained the standards reported at the time of the last inspection. There is a safe and secure outdoor area attached to the Reception class; this area is currently underused. The classroom is very small for children of this age.
45. At the time of the inspection there were twenty-one children in the Reception class. The seven youngest children attend on a part-time basis until the summer term. Teaching is well planned and takes effective account of the children's needs. There is an adequate range of resources within the classroom. Planning indicates that the teacher provides a wide range of good activities to develop children's learning in all aspects of the curriculum. Support staff are well trained and make a significant contribution to the children's learning and general development. Children enter the Reception class with overall attainment that is average in relation to national expectations. The children, including those with particular needs, make good progress. Most will reach the goals expected of children by the end of the Reception year and higher-attaining children will exceed them. It was not possible to make a judgement on their physical development.
46. The school has developed a good induction programme. The newly appointed co-ordinator is an effective leader. She is aware of the need to develop the outdoor area and has an action plan ready to share with the new headteacher when he takes up his appointment. Under her guidance, children are assessed regularly on a day-to-day basis and this information is used well to build up individual profiles on all the children. The provision is evaluated regularly and outcomes inform further development in teaching and learning.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Members of staff have high expectations and children respond positively.
- Children have few opportunities to share large apparatus outside.

#### **Commentary**

47. Children are on course to meet the Early Learning Goals as a result of the good teaching that they receive. They are developing good attitudes to learning and their independence and self-confidence are increasing. They have good opportunities to work in groups and to take turns and share in the classroom. More extensive use of the outdoor area, sharing large apparatus, would enhance these opportunities. There is a good balance between teacher-led and child-initiated activities. Good strategies are in place to develop the children's understanding of right and wrong and the consequences of their actions. All staff interact well with the children and, as a result, the children enjoy their learning. They are very clear about routines and most are able to sustain good levels of concentration.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

### Main strengths and weaknesses

- Teaching and learning are good.
- Higher-attaining pupils are well challenged.
- Speaking and listening skills are well developed.

### Commentary

48. When children enter the Reception class their levels of language are in line with those expected for pupils of this age. Teaching is consistently good and as a result, most children are likely to meet the Early Learning Goals in this area of learning. Higher-attaining pupils will exceed these goals as they are set more challenging tasks and encouraged to extend their learning. All children are achieving well. All staff are skilled at supporting the children's oral development. Children are encouraged to answer in full sentences and are given time to express themselves. They listen well and join in with songs and rhymes enthusiastically. The teacher has adapted the literacy strategy to meet the needs of the children and appropriate texts such as *'Elmer the Elephant'* are used. In a good lesson observed, children were learning to retell the story in their own words. A wide variety of activities, which supported the learning and met the needs of all the children, was available and this enabled them all to make good progress in their language skills. Most children can write their own name and higher-attaining pupils are beginning to use phonics to write independently. Children have many opportunities to practise their writing skills and all staff remind children of the correct way to form their letters. Children enjoy books. They know where to begin on the page and that the pictures tell a story. Higher-attaining children are reading simple texts and are confident enough to read out loud to adults.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- A good range of practical activities are used well to reinforce the children's learning.
- Teaching is good.
- There is a good use of number rhymes to support learning in the area.

### Commentary

49. Most children are likely to reach the Early Learning Goals in this aspect of their learning and higher-attaining pupils are likely to exceed them. Children make good progress and are achieving well because the teaching is good. In an observed lesson, children were introduced to the concept of subtraction with rhymes, for example *'Five little ducks'* and *'Five speckled frogs'*. The teacher was careful to check that the children knew that if five take away three left two, three add two would then make five. Group activities were appropriate and children working with support staff were able to use gloves with, for example, the fingers designed as frogs. This activity enhanced their learning by capturing their imagination. Children are learning to count reliably. Most can count to ten with understanding and they have a developing knowledge of mathematical language such as 'more than' and 'less than'. They recognise simple shapes such as circle, square and triangle. A good range of practical activities is available and these are used particularly well to support the children's learning in the subject.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- Teaching is particularly effective in the provision of activities and resources.
- Staff use questioning very effectively to enhance the children's knowledge and understanding of the world around them.

### **Commentary**

50. Teaching and learning are very good and the children achieve well. Most are working at levels expected for their age. A good variety of appropriate and interesting activities is planned to stimulate children's curiosity and enhance their understanding. For example, children experimented with cubes of ice to see whether their rate of melting was affected by placing them in different areas of the classroom. They also put ice cubes into warm and cold water, predicted which would melt first and then checked their observations against their predictions. The children were fascinated by life-sized hands made of ice and learnt that this much bigger quantity of ice took a lot longer to melt. The very good teaching in this lesson was characterised by the quality of questions that made children think about why the ice melts at different rates. An examination of class books reveals that the outdoor area is used more in warmer weather to support the development of knowledge and understanding particularly in relation to simple mapping and learning about insect life. Computers are available to the children: they use the mouse with confidence and know how to click and drag pictures.

## **PHYSICAL DEVELOPMENT**

51. No sessions were observed where physical development was the focus. Scrutiny of planning and discussions with staff indicate that this area of the curriculum is covered satisfactorily. However, although children have access to a safe and secure outdoor area, this area is very underused, being timetabled for use for only three mornings a week. This limits opportunities for the physical development of the children. The examination of the teacher's action plan reveals that the school is aware that this is an area of potential development.

## **CREATIVE DEVELOPMENT**

52. It was not possible to observe any sessions where creative development was the focus during the inspection. However, children enjoy singing number rhymes and music is available throughout the day for children to listen to. An examination of work on display which included painting and collage work suggests that children are having good access to creative materials and that this aspect of their learning has a high status. A scrutiny of planning and class books indicates good coverage of this aspect of their learning. There is a role-play area which children use frequently. Assessment records indicate that children make good progress; they achieve well and are likely to reach the Early Learning Goals in creative development.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Speaking and listening skills are developed well across the school.
- The pupils make good progress in Years 3 to 6.
- Good differentiation<sup>3</sup> is planned in most classes.
- There is good use of the subject across other areas of the curriculum particularly in Years 3 to 6.
- There is a lack of challenge in the subject in Year 1.
- Presentational skills are weak across the school.

#### Commentary

53. Standards in the reading tests at the end of Year 2 were well below the national average in 2003 with the performance at the higher Level 3 being particularly weak. Results in writing were better, being in line with the national average although performance at the higher Level 3 was again weaker. In the 2003 national tests for Year 6, results in English were in line with the national averages and the performance at the higher Level 5 was above that in similar schools. The inspection findings show that overall standards are now broadly in line with national averages in Year 2 and in Year 6. Higher-attaining pupils in both Year 2 and throughout Years 3 to 6 are being challenged sufficiently and they are likely to reach the higher Level 3 in Year 2 and Level 5 in Year 6. Achievement is not as good in Year 1 except in reading, because the expectations of what pupils can do are not as high as they should be. Pupils do, however, make good progress in Year 2. Overall, pupils achieve satisfactorily in English during their time in the school. Pupils with special educational needs achieve well because of the support provided for them.
54. Good opportunities are provided in all classes for developing the pupils' speaking and listening skills. By the time that they reach Year 6, the pupils are achieving well in this aspect of the subject.
55. The school has focused on raising reading standards. In Years 1 and 2, teachers build well on the positive attitudes to books developed by pupils in the Reception class. Teachers focus on the teaching of reading and regular individual reading sessions are leading to improved standards in these classes. This progress is being sustained in Years 3 to 6 and, as a result, the pupils are achieving well. Regular assessments suggest that standards are rising.
56. In writing, standards seen during the inspection are improving rapidly in Year 2. There are, however a significant number of pupils with particular needs who are unlikely to reach the nationally expected standard. These pupils are well supported and are making good progress. Pupils are being encouraged to use correct grammar and punctuation suitable for their age and they are being encouraged to write at greater length. Standards in Year 1 are not as high as they should be. There is a limited amount of extended writing in their books and they are not being encouraged to improve their work. Higher-attaining pupils in particular, are having insufficient opportunities to engage in sustained writing. By the time that pupils reach Year 6, good progress has been made because of the consistently good teaching that they receive. Standards remain in line with national expectations as these pupils started from a comparatively low base when they were in Year 3. The school has not yet adopted a

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<sup>3</sup> Differentiation refers to the arrangements teachers make to meet the needs of pupils with different abilities; for example, they may provide work at a higher level for the more able pupils.

common handwriting style and the presentation of work is often less than satisfactory. Many pupils in Year 6 are still writing in pencil.

57. In Years 1 and 2, the overall quality of teaching and learning is satisfactory. In Years 3 to 6, it is generally good. In all classes lessons are planned with clear objectives. In most classes, teachers know their pupils and manage them well, consequently, behaviour is good. In all classes, work is differentiated carefully and teachers work effectively with learning support staff so that pupils with special needs make good progress throughout the school. Information and communication technology is used satisfactorily to support learning in the subject. A good example of this was evident in the redrafting and presentation of a poem *'The Owl'* by a higher-attaining pupil in Year 6.
58. Subject leadership is satisfactory, with a clear commitment to improvement. The 2003 results have been analysed carefully and a strategy introduced to raise standards in Years 1 and 2. The impact of this strategy can be seen in improved reading standards, most notably in Year 2. The school has effective assessment procedures and is using them well to track pupils' progress and set targets to raise standards. The subject leader has little opportunity to monitor work in classrooms. Improvement since the last inspection is satisfactory.

### **Language and literacy across the curriculum**

59. Language and literacy are used effectively to support learning in other subjects. There are some good examples in history, geography and religious education where pupils are having opportunities to develop their writing skills. However, in these subjects, too, a greater emphasis on presentational skills is required.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching in Years 2 to 6 is good and pupils achieve well in these year groups.
- Progress in Year 1 is slower, because average and higher-attaining pupils are not always challenged enough.
- Strategies are taught systematically and pupils are encouraged to explain their work.
- There is a good focus on problem-solving and pupils learn to apply their knowledge.
- Some pupils' work is untidy and their graphs and diagrams are inaccurately drawn.

### **Commentary**

60. Standards by the end of Year 6 have improved steadily since the last inspection, and in 2003 the pupils' results were above the national average. Since 2000, the results have improved at a faster rate than that nationally. Year 2 results have risen, but much more slowly and in 2003 were below those achieved nationally. Current standards are similar to the national average in Year 6, but below average in Year 2. The school aims to raise standards further and has identified pupils in both year groups who will be given additional support during the second half of the Spring term.
61. Teaching in the lessons observed in Years 2 to 6 was good. Lessons are well planned and most teachers have a confident understanding of the numeracy strategy. Explanations are very clear so that the pupils understand what they are expected to do. Teachers have good questioning skills and give pupils good opportunities to explain their thinking. Misunderstandings are identified quickly and teachers deal with these sensitively. The pupils gain confidence as a result and try hard during lessons. Mental starters to lessons are usually challenging and brisk, and the pupils' mental skills are often good. Lesson planning is good,

and teachers generally match work well to the varying needs of their classes or groups. Pupils of all abilities are challenged. They achieve well because the teachers build very effectively on the pupils' prior knowledge. Resources are usually used effectively. Year 2 pupils, for example, benefited from seeing large-scale coins during a teaching session on money. Similarly pupils in Year 3 could clearly see how to add the contents of two purses together, because of the clear computer demonstration. Those pupils with special educational needs are given good support and they achieve well.

62. Progress in Year 1 is not as rapid. Expectations are not always high enough and sometimes work does not build effectively on what pupils already know and can do. Teaching is sometimes unsatisfactory. Planned activities do not consistently ensure that all pupils are productively occupied.
63. Teachers are successful in teaching a range of mathematical strategies. Pupils' books show that there is a strong emphasis on problem-solving in many lessons. The pupils are encouraged to think, to apply their learning and to develop their own methods. The teachers emphasise and repeat correct subject vocabulary, and this helps pupils to talk or write about their work. Year 6 pupils for example, when talking about fractions and decimals, used terms such as *recurring*, *denominator* and *numerator* correctly.
64. The pupils' books show that they generally complete a good quantity of work in lessons and that the curriculum is covered well. Some work is very neat and well presented. Other pupils' work is untidy. This is particularly noticeable in some Year 6 books, where graph work and work on shapes is not as accurate as it should be. Assessment procedures are good, with clear evidence that teachers are, mostly, amending their plans to meet the needs of the pupils in their class.
65. Leadership of mathematics is satisfactory. Improvement in standards at the end of Year 6 has been good, but not enough has been done to raise standards across Years 1 and 2. Opportunities for monitoring classroom practice have been limited. The weakness has been recognised and a programme of support is being implemented.

### **Mathematics across the curriculum**

66. Pupils acquire good problem-solving skills, but opportunities for using these in other subjects are limited. Mathematics is used satisfactorily in science. There is some linking of mathematics with information and communication technology, but little evidence of pupils using their mathematics skills in geography.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- National test results for Year 6 have been above the national average for some years.
- Leadership of the subject is good.
- There is a good range of visits which enrich the science curriculum.
- Some tasks set are not sufficiently challenging, most notably in Year 1.
- Teachers do not always use assessment data sufficiently to inform planning.

### **Commentary**

67. In the 2003 national tests, pupils in Year 6 achieved results that were above both the national average and the average for similar schools. Performance was particularly strong at Level 4, with all pupils gaining this level of attainment. The acting headteacher, who taught this group

last year, was particularly pleased with the achievements of those lower-attaining pupils within the class who were successful in gaining the Level 4. Standards in Year 6 observed during the inspection are currently in line with the national average. At present there are a number of lower-attaining pupils who will need a lot of support if they are to reach the expected Level 4.

68. Teaching is satisfactory overall, with some good features. As a result, the pupils, including those with special educational needs, make satisfactory progress and achievement is satisfactory. Teachers provide a good range of experiences across all aspects of the science curriculum, so that the pupils are developing a broad range of knowledge and understanding relating to living things, materials and their properties and physical processes. Standards by Year 2 are average, with the majority of pupils able to connect up simple circuits, recognise and sort materials according to their properties and identify a range of living things. These standards are an improvement on last year's as a result of some focused and lively teaching in Year 2.
69. All teachers share learning objectives at the beginning of the lessons so that the pupils are clear about what it is they are expected to achieve. There are some effective demonstrations which capture the interest of the pupils. In a Year 6 lesson, for example, the teacher dropped three similar sheets of paper; one flat, one folded and one screwed up, to introduce the notion of air resistance. The pupils discussed their observations enthusiastically, for example making suggestions about factors to keep constant, and were keen to undertake the planned group task. In most classes, group activities are well chosen, providing good opportunities for practical work, so that the pupils are developing their skills of observation, measuring, and recording appropriately. Opportunities are sometimes missed to reinforce key scientific vocabulary and to challenge the pupils to use their scientific knowledge to explain their observations. Poor presentation of work is not always challenged.
70. Good use is made of the local environment, including visits to the supermarket and a nearby farm, to broaden the experiences of the pupils and enable them to recognise the applications of science in their everyday lives. Year 2 pupils were taken into the school grounds to explore the plants and animals there. The teacher had established three groups, all with different tasks related to the overall objectives of the lesson. The pupils responded well to the challenges set and all made good gains in their learning. In some lessons, specific tasks are set to match the needs of the different ability groups within the class, but this practice is not consistent. Teaching assistants are often deployed effectively to support targeted groups of pupils. In the one unsatisfactory lesson observed, the tasks set lacked challenge and the pupils made little progress in their learning.
71. Language skills are promoted well through, for example, the use of talking partners to discuss ideas and writing for a range of purposes such as a recipe for biscuits in Year 2 and a brochure on healthy teeth in Year 4. Mathematical skills are adequately developed, as are information and communication technology skills through the display of results and research on animals, for example. Opportunities to really exploit information and communication technology to strengthen understanding in science and consolidate investigational skills are, however, limited.
72. The subject is led and managed by the acting headteacher who has a clear understanding of strengths and weaknesses. Her plans for improvement are well focused. The arrangements for assessing the pupils' work are good and there are some useful comments to help pupils to improve in most, but not all, books. Overall improvement since the last inspection is satisfactory.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- There is some good teaching which challenges the pupils to achieve well.
- The pupils enjoy the subject.

### **Commentary**

73. No lessons were observed in Years 1 and 2 so it is not possible to make overall judgements about standards and quality of teaching. Scrutiny of work shows that the pupils are covering the appropriate programme of study and can use a range of both word processing and art packages. They can also construct simple pictograms of the range of different eye colours within the class.
74. In Years 3 to 6 the teaching is good overall resulting in good achievement for the pupils. Standards by Year 6 are average, which represents good progress for these pupils who started from a low base in Year 3. The teachers have good subject knowledge and use the equipment in the information and communication technology suite with confidence. Learning objectives are made clear to the class and subsequent tasks are planned appropriately to enable the pupils to reach the goals set for them. The activities are interesting and the pupils respond accordingly. Basic skills have been well established. For example, the pupils can use the mouse competently to access the various functions on the screen. They are confident in logging on, retrieving files which have been previously saved and printing off their own work.
75. Lessons often move at a brisk pace and there are good interventions by the teacher and other adults present to ensure that all pupils, including those with special educational needs, are able to progress equally. Year 4 pupils were confidently using the correct terminology when following the instructions to control a device for drawing different shapes. Year 6 pupils were challenged to search the Ordnance Survey website to find maps which could be pasted into a PowerPoint presentation on settlements. The information and communication technology suite was used well to support learning in mathematics when the teacher introduced her Year 3 pupils to a new piece of software to help them with their work on counting, using money. In each case, the pupils engaged well, acted responsibly when working on the computers both individually and in pairs.
76. In general, the school deploys the limited number of machines in the information and communication technology suite well by planning a mix of activities. In some cases, classes are split into two. The new co-ordinator for the subject is beginning to get to grips with the needs of the school regarding information and communication technology. She is keen and enthusiastic and has already purchased some new software for the school. While some monitoring of pupils' work has been undertaken, the co-ordinator has yet to get a good grasp on standards and overall quality of teaching and learning. Whilst all classes are timetabled to access the suite, the opportunities are not always taken. Leadership and management are satisfactory with good potential for the future. Overall improvement since the last inspection is satisfactory.

### **Information and communication technology across the curriculum**

77. Information and communication technology is evident in other subjects such as history where Year 6 pupils had collected information from the internet on Henry VIII and constructed their own account of his life. Good use is also made in art to underpin and enhance learning. While information and communication technology is used in science, its potential is not being fully exploited.

## HUMANITIES

78. Religious education was inspected in depth but only one lesson was observed in geography and none in history.

### History and geography

79. Pupils' books from all year groups were scrutinised. The expected curriculum is covered in both subjects, and pupils have good opportunities to use their literacy skills. Pupils with special educational needs have full access to history and geography and they are given good support.
80. In **history** pupils in Year 1 begin to recognise features of different homes from the past. In Year 2, some pupils achieved good standards when writing about the Fire of London. Pupils understood how the fire started and why it spread. In Years 3 and 4, pupils completed some good written work on the Anglo-Saxons and benefited from their visit to Sutton Hoo. Pupils in Years 5 and 6 use information and communication technology increasingly effectively, both for research on the internet and to prepare multimedia presentations on their work.
81. In an interesting topic in **geography**, Year 2 pupils produced some good work when they compared their local area with a village in Peru. Geographical skills are generally developed well as pupils move from year to year. Pupils gain a good understanding of different localities and learn to interpret maps with different scales. In a good lesson in Year 6, half the class worked with computers while others compared Ordnance Survey maps and aerial photographs of Ipswich. Pupils were keen to show off their good local knowledge. They could identify different uses of land confidently and showed a sound understanding of map symbols. The teacher skilfully included pupils of all abilities in her questioning, and had high expectations of what the pupils could achieve.
82. There is little evidence of mathematics being used to support learning in geography, and this is an area for development.

### Religious education

The provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- The school is successful in developing pupils' understanding of spiritual and moral issues and in developing knowledge of Christianity and other major world religions.

### Commentary

83. Standards are in line with those expected in the locally agreed syllabus by Years 2 and 6. Pupils' achievement across the school is good. In the three lessons observed, teaching and learning in one was satisfactory, in one it was good and in the other it was very good. Planning in all lessons seen was closely linked to the locally agreed syllabus. Support for pupils with special educational needs was good enabling the pupils to achieve well.
84. During their time in the school, pupils learn about different faiths including Christianity, Islam and Hinduism. They are encouraged to recognise the similarities and differences between religions. In a very good lesson in a Year 4 class, pupils were learning about special ceremonies in the Hindu faith. They were learning about the importance of the customs, rituals and symbols involved. When some pupils expressed surprise that the wedding invitations were written in English, the teacher explained that Hindu weddings take place in England too and that there are often English guests.

85. Teachers throughout the school take care to raise the pupils' awareness of the diversity of cultures and faiths that exist in today's society. Displays also reflect the wide range of ethnicity within the community at large. The pupils' limited experience, however, of life in a multi-cultural society was reflected by the surprise comment noted above.
86. Co-ordination of the subject is satisfactory. Strengths and weaknesses in the subject have been accurately identified and an audit plan is in place to tackle the weaknesses. Assessment procedures are satisfactory and additional resources have been identified to support staff in developing the subject further. Improvement since the last inspection is satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. Art and design was inspected in depth but too few lessons were observed in music and physical education to make overall judgements about provision. No lessons were observed in **design and technology** although a scrutiny of work showed that there is an appropriate coverage of the subject in each year.
88. In **music**, standards are above those expected nationally for pupils in Year 2 and in Year 6. Three lessons were seen during the inspection. In two, the teaching and learning were good. In the Year 6 lesson, which was taken by a teacher from another class, teaching and learning were unsatisfactory because the behaviour of a significant number of pupils prevented the remainder of the class from pursuing the lesson and achieving the learning objective. It was evident however, that pupils have made progress over time in the subject and have a good understanding of the main elements of the music curriculum. For example, they know how sounds can be described using symbols. The school uses a commercial scheme to support learning in the subject and it is obvious that this is having a positive impact on the pupils' general progress and achievement in music. In a good lesson in Year 2, pupils knew how and when to sustain a rhythm and how to introduce sounds to support a story. They can name instruments, including less well-known ones, with confidence. Music is used well to support assemblies and the pupils sing well. Peripatetic lessons in brass and woodwind are offered to the pupils and there is a good response to these opportunities. Many Year 5 pupils take up the opportunity offered to the whole class to play a brass instrument and a significant number continue this tuition in Year 6. There is a choir which has sung at Snape Maltings and sings regularly at Church Harvest and Christmas Festivals. Pupils regularly perform to parents. The choir sings with other schools and pupils have the opportunity to attend the Ipswich Orchestral Concert. The subject is well led and managed by an experienced co-ordinator. Systems of assessment are in place. Music has a high profile throughout the school.
89. Discussions with staff, and scrutiny of planning and timetables, show that **physical education** is thoroughly covered. Pupils with special educational needs are fully included in the curriculum, and they are given a good level of support. Provision for swimming is good. Pupils in the Reception class, and in Years 1 and 2, have lessons in the shallow outdoor pool during the summer term. In Years 5 and 6 pupils benefit from swimming tuition for five terms, although at present one quarter of Year 5 and 6 pupils have not yet achieved the expected 25 metres. Many of these pupils are in Year 5. School records show that, once pupils can swim, many become very confident swimmers. There is a good programme for outdoor activities. Year 6 pupils worked energetically on a very well-managed orienteering exercise in the school grounds.
90. The school hall is small, and the teachers work hard to ensure that pupils work safely and carefully. Even so, space for gymnastics and dance is very restricted, particularly for pupils in Years 5 and 6. By contrast the school has good outdoor provision for **physical education** and pupils have good opportunities to take part in competitive sport.

## **Art and design**

Provision in art and design is **very good**.

### **Main strengths and weaknesses**

- The quality of art around the school is outstanding.

### **Commentary**

91. Standards are above national expectations at the end of Year 2 and well above national expectations by the end of Year 6. In the two lessons observed, one in Year 2 and one in Year 4, teaching and learning were very good. In the Year 2 lesson, there were strong links with geography as pupils were introduced to the techniques used in Peruvian artefacts. The group work was particularly well planned and included the use of information and communication technology to produce a Peruvian pattern in one group. In the Year 4 lesson, pupils were combining visual and tactile qualities of materials to make images based on the work of Anthony Frost. A striking picture was produced in the style of Anthony Frost and pupils displayed a very positive response to abstract art. Displays around the school are of a very high standard and progression in knowledge, skills and understanding of the subject is clearly evident.
92. There is a very successful after-school art club and the school has strong links in art with the community. Last year a very successful public exhibition of the pupils' work was held at Sutton Hoo, and one of the hangings produced by the pupils has been retained at the site. The school is currently working with seven other local primary schools and local artists, including Maggie Hambling, to produce an exhibition on Suffolk landscapes in Aldeburgh.
93. Subject leadership is very good. The co-ordinator is talented in the arts and has transmitted her enthusiasm throughout the school. Work is of a very high standard. It is carefully assessed and the subject makes a significant contribution to the pupils' cultural education. The subject is well resourced with a good selection of high quality materials. It is a strength of the school, with good improvement since the last inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

94. There is a good, planned programme for this aspect of the curriculum. This is enhanced by the good provision for the pupils' personal development during lessons and through additional activities. Pupils gain an understanding of relationships and responsibilities within families and the wider community. Problems such as bullying are covered in several year groups. Older pupils are introduced to aspects of citizenship through the school council and by learning a little about the role of parliament. Drugs awareness and sex education are appropriately taught. The governing body undertook a review of provision for sex and relationships education in 2002 and issued a revised policy.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the acting headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*