

INSPECTION REPORT

CLEMENTS COMMUNITY PRIMARY SCHOOL

Haverhill

LEA area: Suffolk

Unique reference number: 124556

Headteacher: Miss O Powell

Lead inspector: Mrs June Woolhouse

Dates of inspection: 6th – 9th October 2003

Inspection number: 260643

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	3 – 9 years
Gender of pupils:	Mixed
Number on roll;	188
School address:	Clarendon Road Haverhill
Postcode:	CB9 8LL
Telephone number:	(01440) 702946
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs L Llewellyn
Date of previous inspection:	1 st – 4 th February 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the centre of the Clements Estate in the town of Haverhill. It was opened in 1967 as part of a designated London over-spill area. It has a 52 place nursery class to which the youngest children come on a part-time basis. The estate is characterised by low-rise, high density housing which has been improved to some extent in the past two years. Children arrive at school with poorly developed language and social skills. Attainment on entry is well below expectation. There are very few pupils from different ethnic backgrounds and there are no pupils who do not have English as their first language. About a third of pupils have special educational needs which is above the national average. Six pupils have a statement of educational need and this is also above the national average. Very few pupils leave or join the school other than at the start of term. Mobility is low.

The school received an Achievement award in 2001 for making good progress. It received its Investors in People award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17016	Mrs June Woolhouse	Lead inspector	Mathematics, Physical education, Information and communication technology (ICT), Foundation Stage
10049	Mr Michael McCarthy	Lay inspector	
2736	Mr Peter Allen	Team inspector	Science, Design and technology, Geography, Religious education
33099	Mrs Linda Holdsworth	Team inspector	English, Music, Art, History, Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school, operating in challenging circumstances. It provides a good education for its pupils. The headteacher is a good leader. Management is satisfactory. Overall, teaching and learning are good. Achievement at the end of the Foundation Stage is satisfactory. It is very good in the nursery class. Pupils' attainment is below national standards by the end of Year 2. However, standards in writing and mathematics are average compared to similar schools. Reading is below average. Achievement is good to the end of Year 2. Achievement, although improving due to good teaching, is unsatisfactory by the end of Year 4. The school gives **satisfactory** value for money.

The school's main strengths and weaknesses are

- The headteacher is a good leader who promotes good teamwork and very good relationships amongst all staff and pupils.
- The good and sometimes very good teaching that enables good learning.
- The standards achieved by all pupils in speaking, reading and writing are not high enough.
- Assessment is underdeveloped and pupil progress is not sufficiently tracked against National Curriculum standards. The more able are not systematically identified.
- Nursery provision is very good. Access to similar provision for reception children is inconsistent.
- Pupils have good attitudes and behave well as a result of very good behaviour management.
- Aspects of governance are unsatisfactory but improving.
- Very good care, guidance and support of pupils including personal, social and health education.
- The provision for information and communication technology (ICT) is unsatisfactory.
- Achievement in design and technology, art, choir and practical work are good.

Improvement since the last inspection is satisfactory. Standards fluctuate year by year. This is the result of greater or lesser proportions of pupils with special educational needs. There is some added value compared with children's attainment on entry to school, year on year. The combining of reception age children and those in Year 1 slows down very good progress. It prevents both groups from benefiting from a more appropriate curriculum. It also affects adversely how speaking, listening, reading and writing are taught and the rate at which pupils make progress to the end of Year 2 and Year 4. The imposed admission arrangements do not assist the school in building on this very good start. The key issues identified in the last report have been dealt with satisfactorily. Geography provision is now satisfactory. Resources and staff training in ICT have improved but provision and achievement remain unsatisfactory. Child protection systems are now good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	D	E	E	D
writing	C	E	D	C
mathematics	C	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupil achievement is **satisfactory overall** but variable across the school. Children enter school with well below average attainment. Achievement by the end of the Foundation Stage is **satisfactory**. It is **very good** in the nursery class. Children do not meet the Early Learning Goals expected by the end of the reception year. Pupil achievement is **good** by the end of Year 2 and standards for writing and mathematics are in line with those of similar schools. Reading and science remain below

average compared with similar schools. Standards are well below national averages in reading and mathematics and below in writing at the end of Year 2. Pupil achievement is **unsatisfactory** by the end of Year 4 but shows steady improvement over the last five years. Standards in reading, writing and mathematics **are below** national expectations. Achievement is good in design and technology and art. Standards are above national expectations. Boys always achieve better in mathematics than girls.

The development of pupils' personal qualities **is good**. Provision for their spiritual, moral, social and cultural development **is good**. The vast majority of pupils behave well and like school. They have a good understanding of right and wrong. A very small number of pupils do not attend regularly because their parents do not understand their legal responsibility to send them.

QUALITY OF EDUCATION

The quality of education **is good**. It **is very good** in the nursery class. Teaching and learning are **good** overall. Very good teaching in the nursery class ensures that children achieve very well. Some very good teaching in Year 2 ensures good learning. Very good teaching in Year 4 ensures that pupils with special educational needs achieve as well as they can. The curriculum **is satisfactory** overall, with the exception of ICT. It is enriched by after-school clubs. The curriculum for some reception children in the mixed age class is affected adversely by the lack of suitable resources and continuous access to a safe, outside area. Care and guidance of all pupils **is very good** and reflects well the school's ethos. Links with parents **are good** and they feel well informed and welcome. Links with other schools **are good** and ensure a smooth transfer when pupils leave.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory overall. The headteacher is a **good** leader and ensures, by her example and encouragement, that all staff are committed to providing the best education for all pupils. Performance data are not fully analysed against national standards by all staff. The headteacher is aware of this development issue. The governing body are very supportive of the school but ineffective in areas relating to the school's performance, pupil progress and provision for ICT and the Foundation Stage. They are ready to take on a more involved role regarding pupil achievement and the extent to which the school is improving.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils like coming to school and think they get hard work to complete in their lessons. They do not like a minority of individual pupils interrupting their learning by being 'naughty'. **Parents are very satisfied** with the way their children are taught and the information they receive that tells them this.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Improve the assessment of individual pupils and implement a school-wide tracking system.
- Review how reading, writing and speaking are taught so that the National Literacy Strategy is implemented more effectively, particularly in Years 1 and 2. Ensure that Standard English is presented to all pupils as often as possible.
- Ensure that provision for reception children is based securely upon the Early Learning Goals.
- Improve provision for the more able pupils.
- Improve provision for ICT so that all pupils receive dedicated teaching time as soon as possible.
- Improve governance of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **well below** the national average in reading and mathematics and below in writing by the end of Year 2. Standards are below national expectations by the end of Year 4. Good teaching ensures that achievement overall is **satisfactory**. **Achievement** varies across the school. It is **satisfactory** by the end of the Foundation Stage and **good** by the end of Year 2. It is **unsatisfactory** in Years 3 and 4 but is improving due to good teaching. Pupils achieve well in art and design and technology. ICT standards are below national expectations and achievement is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' achievements are good by the end of Year 2 and they reach average standards in writing and mathematics compared with similar schools.
- Pupils' literacy skills, in particular speaking, reading and writing, are below average and impede progress in other subjects such as history, geography and religious education.
- Children's achievements are very good in the nursery class and satisfactory in reception but they do not reach the Early Learning Goals by the start of Year 1.
- Pupils achieve well in art and design and technology, exceeding national expectations by the end of Year 2 and Year 4.
- Pupils with special educational needs achieve well in Year 4.
- Pupils' attainment and achievement are unsatisfactory in ICT.
- The more able pupils do not achieve as well as they could because there is no consistent procedure for identifying who they are.

Commentary

1. Children make very good progress in the nursery class, particularly in their personal, social and emotional development. They have good levels of independence and can sustain their concentration when exploring the rich array of activities available to them.
2. Attainment on entry to the reception class is well below that expected for children of this age using national accredited baseline assessment information. By the end of the reception year, standards, although below average, have improved. However, most children do not reach the Early Learning Goals.¹ Some children achieve very well in their physical and creative development and for them attainment in these areas of learning is average.
3. The school's results in national assessments, completed at the end of Year 2 when pupils become 7 years old, show a slow but steady improvement over the last five years. There was an exceptional Year 2 in 2001 but cohorts over the past two years are more comparable with those of previous years. There are peaks and troughs over the years, which can be accounted for by the greater or lesser proportions of pupils with special educational needs and the results being based on a small cohort. The Local Education Authority (LEA) use the results of standardised tests for reading and mathematics completed each year for pupils in Years 2 and 4, to provide further useful information. However, analyses of results do not link directly with National Curriculum levels of attainment. They give only general indicators of where further action is needed rather than linking directly to curriculum targets that teachers need to use when individuals and groups of pupils are identified as underachieving. These results show that the school has closed the gap steadily between the English and mathematics results of pupils in the school and those achieved in the rest of the county. They also show that the school adds value to many pupils who are well below average attainment when they enter school.

¹ The Early Learning Goals are a set of skills, knowledge and understanding that children are expected to attain by the end of their reception year in six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development.

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

Standards in:	School results	National results
reading	14.4 (13.8)	16.3 (16.4)
writing	13.8 (12.1)	15.3 (15)
mathematics	15.3 (15)	16.7 (16.9)

There were 31 pupils in the year group. Figures in brackets are for the previous year

4. In the national tests for 2003, standards in reading and mathematics are well below the national average. They are below average in writing. However, they are average for writing and mathematics when compared with similar schools but remain below in reading. Overall results are average when compared with similar schools. Pupils achieve well by the end of Year 2, particularly in writing and mathematics, after starting from a very low baseline.
5. Boys' and girls' results fluctuate over time and the average for the last three years by the end of Year 2 shows better achievement for girls in reading and writing. Boys have been better at mathematics for the past six years. When compared with baseline information, this cohort of girls is showing better achievements in literacy and language skills by the end of reception, which has been maintained to the end of Year 2. The boys still do better at mathematics.
6. Pupils' literacy skills are not developed well by the end of Year 2 or Year 4. Pupils do not always speak in complete sentences or use standard English structures. This impacts adversely on their ability to write more complex pieces, especially in Years 3 and 4. Many pupils do not read fluently and do not have the more advanced skills of inference and prediction. This slows down progress in other subjects such as geography, history and religious education where standards barely meet national expectations. The mixed age reception/Year 1 class and Year 1/Year 2 means that the National Literacy Strategy is not followed as closely as it could be, resulting in these formal structures not being embedded in each pupil's repertoire.
7. Standards in ICT are below expectations because there are still insufficient resources and not enough dedicated teaching time is given to the subject. The school has made some improvements since the last inspection and pupils achieve sufficiently well in those skills that they are taught.
8. Pupils achieve well in art, singing and design and technology because of good teaching, good subject co-ordination and good resources. Standards are above national expectations.
9. There is a strong commitment to educational inclusion but this does not extend to all groups, particularly the more able. Provision for the more able is unsatisfactory because there is no consistent means of identifying these pupils. In addition, LEA advice refers only to the gifted pupils in a school and this has led to some confusion about which pupils could be included in the category of 'more able'. On the other hand, standardised test scores show quite clearly that there are several pupils who could be placed in the 'more able' category.
10. Provision for pupils with special educational needs (SEN) is satisfactory. Baseline scores in the reception year are used as a key indicator of special need and this enables the school to target support ensuring that resources are appropriately deployed. The available evidence, which is not carefully matched to National Curriculum standards, shows that these pupils are making some progress against their prior attainment and achieve as well as they can by the end of Year 2, comparing the results as a whole. The organisation of pupils in Year 4, which enables those with the most special needs to be taught in a much smaller class, and the work they produce, show that achievement is good when compared with their prior attainment.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal qualities are **good**. The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is **good**.

Main strengths and weaknesses

- Very good behaviour management strategies enable good or better learning.
- Very good relationships amongst all staff and pupils.
- Parents feel that their children like school and the pupils support this.
- Teachers are fair to all pupils and help them to become mature and independent. Pupils are not bullied or harassed.
- Attendance is below the national average.
- Pupils do not make enough effort to present good quality work.

Commentary

11. Pupils' attitudes and behaviour overall are good, though this statement hides some important issues. Most teachers expertly manage the poor behaviour and lack of concentration of a significant minority of pupils, notably boys. These pupils demonstrate challenging behaviour at the beginning and end of learning activities. Teachers and teaching assistants ensure that this behaviour does not detract from the pace and direction of other learning. A significant proportion of older pupils is beginning to take responsibility for their learning. In lessons many pupils are invariably focused and attentive and relate very well to their teachers and teaching assistants. Pupils are polite and courteous to visitors and explain their work with enthusiasm.
12. The school has good methods to promote better attendance and punctuality. The headteacher, in conjunction with the Education Welfare Service, has adopted a firm line with a minority of parents who do not send their children to school regularly. There has been acceptable progress. The registers and registration procedures are thorough and meet statutory requirements. The 10 fixed-term exclusions relate to four boys.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.6
National data	5.4	National data	0.5
School difference	+1.3	School difference	+0.1

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

Exclusions in the last year

Number of exclusions				Number of excluded pupils	
Fixed period		Permanent			
Boys	Girls	Boys	Girls	Boys	Girls
10	0	0	0	4	0

13. Provision for spiritual development is good. Spirituality is promoted well through assemblies and daily acts of collective worship as well as a range of exciting and practical experiences. All pupils take an active part in assemblies through discussion and singing (always performed with great enthusiasm and volume). This was demonstrated well in the excellent assembly led by the headteacher. There are good opportunities for reflection and prayer. This provision has a positive impact on pupils' personal development.

14. Provision for pupils' moral and social development is good. There is a clear moral code. Pupils are made aware of the consequences of their actions and show a good understanding of the feelings and concerns of others. Pupils explore beliefs and values that affect their lives and behaviour through well-chosen themes in assemblies, for example 'water'. This increases their understanding of issues in the wider world. Teachers and support staff use consistent approaches and all pupils know what is meant by good behaviour. Caring relationships and consideration for others are strongly embedded in the life of the school. Bullying rarely occurs and is dealt with swiftly. The school is free of oppressive behaviour and racism.
15. Provision for cultural development is satisfactory. The school's policies on inclusion and equality of access and for racial equality are well written. They contain practical measures to ensure that all pupils are treated fairly and develop an awareness and respect for individual differences and cultural diversity. Pupils are taught to appreciate their own and others' cultural traditions. Displays reflect well this emphasis. However, resources to support the study of different cultures, either in geography, religious education or literacy, are very variable in quality and quantity and, on occasions, prevent in-depth study.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning **are good** overall. Teaching and learning **are very good** in the nursery class. Assessment **is unsatisfactory** overall but **is very good** in the nursery class.

Main strengths and weaknesses

- Very good subject knowledge in the nursery class, resulting in very good learning.
- Very good behaviour management, especially in Years 2, 3 and 4, which ensures that all pupils are involved in practical activities much of the time.
- Unsatisfactory organisation of the Foundation Stage curriculum in reception/Year 1 class.
- Insufficient teaching in literacy sessions to embrace word, sentence and text level activities and provide a good model of standard English in speaking and writing.
- Unsatisfactory planning of ICT and its use across the curriculum.
- Very good subject knowledge in art and design and technology.
- Good deployment of support staff in booster classes for literacy and numeracy.
- Inconsistent assessment practices not directly linked to National Curriculum descriptors.
- Inconsistent marking of pupils' work and variable expectations of presentation.

Commentary

16. The teaching and learning in the nursery class are based on an expert understanding of how young children learn. The full range of experiences linked to the six Early Learning Goals is available throughout the day. Opportunities for first-hand exploration and problem solving are set out in an imaginative and attractive way. Children have sufficient time to select what they will do and then work in a sustained way. Staff intervene when necessary and talk to individuals and groups. This enables children to explain what they are doing and to exchange ideas on what they might do next. Children's achievements are very good.
17. Teaching and learning in the mixed age reception/Year 1 class is more variable. The classroom accommodation and resources are not well suited to planning fully to meet the Early Learning Goals. There is no continuous access to the outside area and this is unsatisfactory. As a consequence of this unavoidable arrangement caused by budget constraints and the admission policy for the school, children make less progress than they are capable of. Their achievements are satisfactory given their low baseline but they do not reach the Early Learning Goals by the end of the reception year. In addition, pupils in Year 1 are not always taught literacy and numeracy skills as set out in the National Strategies. Literacy teaching in the afternoon does not give them the rigorous start to the day when they are at their most attentive and is a struggle for reception children who are not ready for this formal teaching. However, pupils benefit from

some of the practical resources that have been set up to cater for the group, albeit a compromise for both age ranges. Most pupils achieve well in art and design and technology because they are taught in groups and take turns at each activity, supported well by teaching assistants. The headteacher is aware of the circumstances and is frustrated by the lack of resources for these children who would benefit from the practical approach that is so successful in the nursery class.

18. Teaching and learning in the mixed age Year 1/2 class is dogged by the wide range of ability and emotional development. Younger pupils are not ready for formal literacy and numeracy sessions, although these are well planned and comply with the requirements of the National Strategies. Resources are insufficient to enable the older, and often more able pupils, from gaining benefit from the structure and content of these lessons. Behaviour is managed satisfactorily but it is difficult to engage all pupils for sufficient time to complete the three-part lesson and improve pupils' knowledge and understanding, particularly in speaking, reading and writing.
19. The teaching and learning in Year 2 are good and sometimes very good. Pupils behave well and know exactly what is expected of them. There are clear rules and procedures in place. The use of standard English at all times gives pupils a very good model for their own speaking and what to expect in their reading. Lessons are well planned and there is sufficient practical material to allow pupils to see and handle what they are doing. This aids understanding, for example in numeracy lessons. The teaching assistants are used well and pupils read individually to them. This is a key requirement for all pupils who have too few opportunities to model their speaking, reading and writing outside school.
20. In Years 3 and 4 the majority of teaching is good; some is very good in Year 4. Pupils engage with the activities presented to them and make good progress, for example in literacy and numeracy. Behaviour management is very good and all teachers know how to intercept potential problems when pupils are inclined to go off task. Teaching is energetic and there is enthusiasm for what pupils are doing. There is an expectation that they must be given every encouragement to learn and improve their skills and knowledge, particularly in English, mathematics and science. During the inspection this vitality was infectious and pupils responded and achieved very well. Pupils are in a good position to make good progress this year and to achieve up to expectation by the end of the year.
21. There are some weaknesses in assessment practices across the school. Although teaching and learning are good, assessment does not link in sufficiently with the level descriptors of the National Curriculum and this affects target setting and pupil tracking against national standards. Record books are available to show what levels have been achieved in all National Curriculum subjects but they are not used consistently. The information is not taken forward into more detailed planning of curricular targets or group and individual learning targets. This means that staff cannot identify the more able and provide for them accordingly. They do not produce systematically group and individual targets linked to the level descriptors, particularly in English, mathematics and science. Some teachers provide learning targets but not all teachers do this. As a consequence of this gap in practice, staff cannot accurately analyse information provided to the school. In addition there is no reliable tracking system in place to monitor the progress of individuals or groups of pupils against national standards. The headteacher is aware of this omission and is making plans to implement a new system as soon as possible.
22. Pupils on the SEN register have satisfactory Individual Education Plans (IEPs). These are discussed with parents. However, the use and analysis of performance data, especially in relation to National Curriculum level descriptors, does not feature as a regular part of the on going evaluation of standards and progress to inform these targets. This results in little objective evidence to demonstrate progress of individual pupils in classes, in key stages or between key stages. Lack of such evidence makes it difficult to assess how successful Individual Education Plans are in terms of pupils' learning and whether pupil achievement is sufficient. This is particularly the case in Years 1 and 2 but less so by Year 4 where a dedicated and very small class for these pupils allows achievement to be judged more easily. It is difficult

to assess the impact of teaching assistants beyond behaviour management and curriculum access because of this gap in practice. Overall results show good achievement by the end of Year 2.

23. Support to pupils with special needs is good where teaching assistants have received specific training. They have access to teachers' planning and this, with the communication books, informs them of their role when working with pupils and what is the precise focus for learning.
24. Assessment in the nursery class is very good and progress is documented well. This enables the staff to plan accurately for the next stage.
25. Marking of pupils' work is inconsistent and comments do not always tell pupils what they must do next to improve. Teachers do not expect a sufficiently high standard of presentation, either in setting out work or the quality of pupils' handwriting. This is in marked contrast with pupils' efforts in art and design and technology where very good subject knowledge and high expectations impact very well on pupils' learning and achievement.

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	14 (30%)	18 (38%)	12 (25%)	4 (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.

The curriculum

The curriculum is **satisfactory, except for ICT**. It provides a broad range of worthwhile learning opportunities that cater for the interests and aptitudes of most pupils.

Main strengths and weaknesses

- There is a very good curriculum in the nursery class
- Practical learning is planned effectively for mathematics, art and design and technology.
- There is a good range of extra-curricular activities.
- Provision for the more able is unsatisfactory.
- The links between subjects, particularly literacy and other subjects, are insufficiently used to ensure that skills learnt in one area are rehearsed and applied in another.
- The curriculum entitlement of reception children is not met fully.

Commentary

26. The curriculum is well planned and meets the statutory requirements for the National Curriculum, with the exception of ICT. It includes good opportunities for personal, social and health education. There is balance and breadth and a strong emphasis on pupils learning through doing, for example in mathematics, art and design and technology. It is inclusive of all pupils with the exception of those who are more able but have not yet been formally identified.
27. ICT planning does not enable pupils to receive dedicated teaching. It is included with other subjects and does not receive sufficient time to deliver the programmes of study. In addition, resources are insufficient to allow even half a class to be taught at the same time. Pupils do not reach the required standards as a result.
28. The curriculum in the nursery is very good and all children benefit from a comprehensive range of learning experiences. However, the social and learning experiences of reception children in the mixed age reception/Year 1 class are not as broad. Access to learning outside is not possible for some reception children.

29. There are some strong links between some subjects and these often enable better use of time to consolidate and use skills and for knowledge to be applied. High-quality interactive displays also stimulate learning. Focus weeks allow pupils to concentrate effectively on a particular subject, e.g. design and technology, and to apply and practice their literacy and numeracy skills. However, there are still insufficient opportunities planned to ensure that there are logical links made between subjects.
30. There is insufficient challenge in the curriculum for the most able.
31. The school uses a good variety of ways of enriching the curriculum. Visitors to the school enrich learning. There is a wide range of after-school clubs, including German, choir, country dancing, science, recorders and glockenspiels, orienteering, football, sports, art and craft and ICT. They are well attended and enjoyed by many pupils.
32. Resources range from satisfactory to good and are always organised well by subject leaders. Resources for art, design and technology and science are well linked to the schemes of work and appropriate to a practical curriculum. However, the resources for literacy development i.e. to enable connections with other subject areas, are very limited. Non-fiction reading resources are insufficient to enable research, particularly with relation to different cultures, faiths and ways of life across the world and through history.
33. Accommodation **is good overall**. Some reception children do not have continuous access to safe outside areas. There is a lack of space for teaching basic skills in ICT to at least half a class at the same time. There are not enough machines to teach more than one group at a time.

Care, guidance and support

The school has **very good** procedures for the care, guidance and support of its pupils. Health and safety measures and practices **are very good**. The provision of support, advice and guidance based on monitoring **is satisfactory**. The involvement of pupils in the school's work **is good**.

Main strengths and weaknesses

- Child protection procedures are very secure and follow local authority guidelines.
- Each pupil has a good and trusting relationship with at least one adult.
- The health and safety policies and procedures are well met in practice. The school's security is thorough.
- First aid provision is very good and arrangements for pupils' medication are vigilant.
- The premises and outside areas are commendably clean and tidy.
- Induction arrangements for reception class and new arrivals are good.
- The tracking of academic progress does not use sufficient National Curriculum information.

Commentary

34. The school makes very good provision for the care and welfare of its pupils. There is a solid level of understanding of the educational, developmental and emotional needs of the pupils. The school has a warm, friendly and welcoming atmosphere that is highly appreciated and valued by the pupils, staff and parents. The bond between the pupils and staff underpins the secure and caring environment that is central to the ethos of the school. The interviews with pupils showed that they considered their teachers and other school staff approachable, helpful and very caring. Each pupil is seen as an individual with distinct needs, both educationally and socially, and the school builds on this principle to create an inclusive atmosphere where they are nurtured and highly valued. This provides a safe and secure setting in which the pupils do very well.
35. Pupils with special educational needs are identified and supported at an early stage so that all pupils make at least satisfactory progress in relation to their prior attainment. Booster classes

are a good feature of the school and provide such pupils with appropriate input to ensure that their progress reflects closely the progress expected of their year group.

36. A clear and readily accessible child protection policy follows local authority guidelines. The headteacher is the named person. She is very experienced and is regularly updated in the procedures and policy changes affecting child protection issues. She regularly updates her staff through formal training and routine staff meetings. Her detailed knowledge of the difficulties of dealing with children at risk, her awareness of each pupil's social circumstances and her customary day-to-day contact with pupils and staff are reassuring and provide a very safe environment for pupils' learning and personal development.
37. The health and safety policy is sound. Regular safety checks ensure a safe environment for the pupils. The presentation of the grounds and buildings reflects well on the efforts of the custodian. Fire precautions are thorough and drills well rehearsed. First aid provision is very good with sufficient personnel trained to the nationally recognised basic standard. The contact list for parents and carers is up to date and well maintained and the importance of ensuring that pupils are collected by the correct parent or carer is embedded in the school's ethos. The school's attention to these matters ensures that the pupils work in a healthy and safe environment.
38. The school's induction process for nursery and reception children is good. Parents are fully informed of the staged arrangements for their children before they start school. Consequently, children achieve a seamless, stress free start to school, and quickly adapt to new surroundings.
39. The provision of support, advice and guidance to pupils based on monitoring is satisfactory. Teachers know the pupils well and use this personal knowledge to informally monitor and guide them. Reports to parents are comprehensive, individual and suitably focused on pupils' needs. Nevertheless, this familiar knowledge base, however extensive, does not methodically monitor pupils' needs in a way that provides analytical information to properly advise and guide them based on national standards provided for the core subjects of the National Curriculum.

Partnership with parents, other schools and the community

Partnership with parents **is good**. Links with the community and other schools **are satisfactory**.

Main strengths and weaknesses

- Parents like the school very much.
- The openness of the staff encourages pleasant relationships.
- The quality of information is good.
- Parents' concerns are dealt with promptly.
- Parents' contribution to pupils' learning at school and at home is minimal.

Commentary

40. Parents' views of the school are supportive and appreciative. Parents like the school, the caring manner of the staff and their approachability. Parents value the help and interest they show in their children's education and the effort made to make every child feel valued. Their views are positive but they themselves remain passive commentators, approving of the school's endeavours for their children but unwilling to take more part in that process.
41. The school sees parental input as essential to children's development. The school initiates many parenting initiatives and support schemes but the take-up is poor and the drop-out rate of this early minimal support makes the continuance of such initiatives unsustainable in the long term. The evidence suggests that some parents overlook the importance of their own role in raising the achievement and extending the opportunities of their children. Inspectors agree that the school provides a wide range of informative material and opportunities for greater

involvement but that a large number of parents do not involve themselves enough with their children's education.

42. The school has satisfactory links with the community and other schools. Community-based projects such as 'On-track' and the Haverhill Advocacy and Mentoring Service provide valuable educational and pastoral support to the school's pupils and families. Links with other schools properly prepare pupils for their transfers by arranging visits and information packs.
43. Overall, the agreeable relationships that exist between the school and parents support the learning and social development of the pupils well, despite the generally limited contribution of parents. The school enjoys a good reputation in the locality.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher **is good**. The management of the headteacher, other senior staff and subject leaders **is satisfactory**. The governance of the school **is unsatisfactory**.

Main strengths and weaknesses

- The headteacher is a good leader and teamwork is good.
- The nursery class is very well managed and there are high expectations of all children.
- Management systems are effective and the school runs smoothly.
- The school does not monitor its performance rigorously enough and identify weaknesses in core subjects using national standards.
- Governors are insufficiently aware of how to check statutory provision in the Foundation Stage and ICT.
- The school's self-evaluation procedures are not sufficiently linked to National Curriculum standards.
- Governors and the headteacher have a clear rationale for their priorities.
- Curriculum leadership is good in design and technology, art and mathematics.
- The school makes a good contribution to Initial Teacher Training.

Commentary

44. The headteacher has a clear vision and a high commitment to providing a good education for all pupils. She transmits this vision well to all staff and there is a good team spirit amongst them. This includes support staff, the site agent and the dinner ladies. She understands the context of the school very well and ensures that an appropriate curriculum, based on first-hand practical activity, is paramount in lessons. She also understands very well the link between how teachers teach and the impact this can have on behaviour if it is not appropriate to pupils' needs. As a result, behaviour management by all staff is consistent and very effective, resulting in pupils often achieving well. This is particularly the case in the nursery class, Year 2 and Year 4. It is less effective in the other classes because there are mixed ages and too wide a range of ability and need.
45. School self-evaluation processes are established and senior staff observe teaching. This has improved practice, for example in writing. Although pupils' work is moderated once a year the National Curriculum levels are not used sufficiently to ensure there is enough challenge for more able pupils. The tracking of individual pupil attainment is not consistent across the school so it is not always possible to decide what curriculum targets are necessary to enable pupils to make better progress. This impacts on how the school identifies special educational needs, the more able pupils and the curriculum that is provided for them. The Performance and Assessment Information (PANDA), is not analysed and discussed by all teachers and they are not sufficiently aware of the importance of this information as a tool for improvement. The school has relied on LEA analysis and support, much of which does not link directly with National Curriculum standards.

46. The school is managed satisfactorily and this is underpinned by good management practices in the office. There is a satisfactory school development plan, which has a suitable number of appropriate priorities. At present the evaluation is managed by the headteacher and does not involve all staff sufficiently so that improvements are recognised at all levels. Curriculum leaders understand their roles and responsibilities but there is variation in the degree to which they impact on pupil achievement. Co-ordinators in art, design and technology, ICT, music and mathematics have good subject knowledge. They are proactive with other staff and ensure that they teach well. This has a good effect on learning and pupils achieve well, except in ICT where there is not enough time spent on teaching the programmes of study.
47. Governance is unsatisfactory but improving. Governors are very supportive of the school's work and relationships between them and all staff are very good. There has been considerable improvement in the recent past in their involvement in the school's work. The chair and vice chair recognise there is a range of information that will assist them in learning more about the quality and effectiveness of provision, including provision for ICT and the Foundation Stage. They know that they must find out more about how the school performs and the progress pupils make in terms of what they learn. They will then be able to challenge as well as support the work of all involved.
48. The school gives good support to the training of new teachers. The headteacher then makes good use of this to disseminate good practice and contribute to efficient recruitment of new teachers.
49. The school's finances are managed well by the headteacher and governors. Funding for pupils with special educational needs is being used appropriately. Changes in local funding arrangements for pupils with SEN are making it difficult for the school to plan strategically for these pupils in terms of planning the curriculum and deploying staff. The school's priorities are properly focused on the effective teaching of core skills in English and mathematics and ensuring that all pupils develop positive attitudes to learning. Provision for ICT remains lower down the list of priorities but staff and governors know that this is an important area for future development.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

50. Twenty-six children attend the nursery class on a part-time basis, either each morning or afternoon. Reception children join a separate class each term. In the first term an insufficient number attend school to enable them to be taught as a discrete group and they join a group of pupils in Year 1. This has a significant impact on provision, resulting in a curriculum that does not meet their needs and provide for all the experiences to which they are entitled. In particular, provision for learning outside is unsatisfactory.
51. The nursery class is very well managed, teaching is always good and often very good and children achieve very well. In the reception/Year 1 class children are managed as well as the conditions will allow. The teacher understands the needs of these younger children but is restricted in how they are catered for because the accommodation is unsuitable, resources are limited and there is more focus on the National Curriculum for Year 1. Children's achievements are satisfactory but progress has slowed down.
52. Children do not reach the Early Learning Goals in personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative or physical development by the end of reception.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Overall, provision for children's personal, social and emotional development **is good**.

It is **very good** in the nursery class and **satisfactory** in reception. Nursery children make very good progress. Reception children make sound progress.

Main strengths and weaknesses

- All staff have an expert understanding of how young children learn.
- Reception children have too few opportunities to work with their peers in self-chosen activities.
- All staff are very good role models.

Commentary

53. Children are welcomed into the nursery class with their parents and carers and staff are skilful in making them all feel comfortable. This results in children settling down quickly and involving themselves in the rich array of activities available to them. Routines are promoted immediately and children learn to find their names, organise their drinks and communicate with adults and children alike. This sets a very good tone for the right kind of behaviour.
54. Reception children are restricted by the accommodation and parents have less access to the classroom. Children have fewer opportunities to organise themselves in a relaxed way or start off the day with activities that interest them. They learn how to behave in a group, for example when the register is called, but the session is too long for them to sit without engaging in active learning. They sometimes become restless and lose interest in discussions that aim to reinforce expected behaviour and working together.

COMMUNICATION, LANGUAGE AND LITERACY

Overall, provision for communication, language and literacy skills **is satisfactory**. It is **very good** in the nursery class. It **is unsatisfactory** in the reception/Year 1 class.

Main strengths and weaknesses

- Nursery staff understand how to integrate speaking, listening and reading activities so that children become confident speakers, enjoy stories and discuss them. They achieve well.

- The organisation and delivery of the National Literacy Strategy is unsatisfactory for reception children.
- There are not enough standard English structures presented to reception children and correction or development of their speaking by all staff.
- Reception children have few opportunities in groups to listen to and talk about stories.
- Reception children have few opportunities to practise their language in imaginary situations.
- Some more able reception children benefit from working with older Year 1 pupils on phonic understanding and group reading and writing tasks.

Commentary

55. Children come to school with little experience of books and without well-developed speaking skills based on formal language structures. This affects their ability to express themselves in an imaginative way or to explain clearly what they are doing and why.
56. They make very good progress in the nursery class because adults promote correct language structures and opportunities to practise them are integral to everything that goes on. Story time is used very well to promote sustained listening, a time to talk about the story and to improve their vocabulary. In addition, stories are very well chosen to link with a learning theme such as Autumn but which also includes a multicultural dimension. Children learn the names of exotic fruits from tropical countries and are encouraged to think about differences between these fruits and the ones they normally eat. Accurate and detailed assessments mean that the most able and those with special needs are catered for well.
57. Children in the reception class do not have sufficient opportunity to listen to and talk about stories. Adults do not do enough to correct how children speak and the grammar that they use. Consequently, extended speech, using complete sentences, is not common. This omission affects writing and means that children 'write as they speak' and do not make links easily with texts used in stories.
58. The organisation and teaching of the literacy session means that the three-part organisation using text, sentence structures and word level work, for example for phonics or vocabulary development, is not completed satisfactorily. Children do not always start the day with examples of good language structures derived from appropriate texts. Language presented in the context of a story or an example of non-fiction is not used sufficiently often. Adults have little to refer to when they are developing language skills.
59. Reception children who join a group of more able pupils for group reading and writing benefit from the close supervision of an adult. They read simple texts and then answer questions. They write simple answers to complete their work. Children achieve well in this organisation but it applies to very few of them. Groups are organised according to ability but the range is wide and there are too few adults to attend to the individual needs of the youngest children. Most children do not achieve all that they are capable of.

MATHEMATICAL DEVELOPMENT

Overall, provision in mathematical development **is satisfactory**. It **is very good** in the nursery class. It **is satisfactory** in the reception/Year 1 class.

Main strengths and weaknesses

- The nursery class curriculum ensures that there are many integrated opportunities to develop number skills and use mathematical knowledge in everyday happenings. Achievement is good.
- National Numeracy Strategy planning does not take sufficient account of reception children's needs.

The reception children have sufficient opportunities to use practical materials to assist learning but not enough opportunity to consolidate learning with self-selected activities.

Commentary

60. In the nursery class counting, ordering and comparing quantities are built into activities; for example, children gather leaves and then count them. They can count accurately who is present at the end of the day and encounter big numbers in games they play. They count as many as possible (89!) before the bell rings to go home. This also develops their understanding of time. Adults present good opportunities in story time enabling children to count and order fruit and animals using the illustrations. Achievement is good.
61. The National Numeracy Strategy planning and teaching does not take account of the learning needs of the youngest children in the reception/Year 1 class. They have difficulty sitting for long periods of time in class sessions and lose interest. They work better in groups when the teaching assistant attends effectively to individual needs within a smaller range of ability. Children make sound progress in counting and matching written numbers to the objects on the worksheet. They enjoy threading beads and producing patterns or sequences but this activity is not supported enough to link number recognition with the start of simple addition and subtraction problems. Shape recognition is integrated well into designs and pattern making, using triangles, squares, circles and rectangles. Many children consolidate their learning when they have time to repeat bead threading to make a pattern. Achievement is sound.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Overall provision in knowledge and understanding of the world **is satisfactory**. It **is good** in the nursery class. Provision for reception children **is unsatisfactory**.

Main strengths and weaknesses

- Nursery children have a well-planned, rich and interesting curriculum, which links the learning areas together.
- Reception children have too few opportunities for exploring things in the world around them or opportunities to talk about them with adults.
- Reception children have good opportunities to design and make things.

Commentary

62. Nursery children enjoy choosing activities which broaden their understanding of the world. They learn about their senses by handling and tasting fruit. They enjoy exploring the grounds outside for leaves and fruit. They are fascinated by 'helicopter' sycamore seeds and can get them to fly appropriately. They can operate well-chosen computer programs that develop their ability to use a mouse as well as understand directions and follow a plan. Adults are constantly on hand to support learning through comments and discussion. Achievement is good.
63. There are sufficient resources and materials which children use well and share. They build structures with large bricks and play imaginative games. They extend their speech by dressing up as Batman or a fireman and adults readily extend their conversations and thinking. Some children can direct a programmable toy along a pathway and this activity is also used to lead on to other imaginative games.
64. Children in the reception class have little time to explore their immediate world. The organisation of available resources is severely restricted by the available space. Although there is sand and a water tray, a home corner, some bricks and an area for art and design, children only use them after a session of formal instruction which is more geared to the needs of pupils in Year 1.
65. Reception children watch video material of the local area and look at well-chosen pictures of places of worship but a lack of time to talk or to revisit these experiences restricts their progress. Only the most able understand the illustrations. The majority do not link what they have seen with real-life circumstances. Teaching does not link areas of learning, for example by discussing plants, the weather or other buildings.

66. Reception children make good models and sustain their interest and concentration in these practical sessions. Models are often complex and imaginative. Children are proud of what they have produced. Models are displayed well and retained for further discussions.

PHYSICAL DEVELOPMENT

Overall, provision in physical development **is satisfactory**. It **is very good** in the nursery class. It is **unsatisfactory** for reception children.

Main strengths and weaknesses

- Nursery children have continuous access to physical activities and achieve well.
- Dedicated lessons using large apparatus are used well to develop climbing skills and strong muscles, in both classes.
- Reception children do not have access to outside activities for most of the time. The headteacher is aware of this and provides some indoor activities to compensate.

Commentary

67. Nursery children consolidate their ability to run, jump, push and pull because adults set up the outside area with suitable equipment and support them by informal discussion or direct challenge. They can also improve how they move around, ride bikes and gain confidence with activities like cutting, pouring, digging and drawing because there is opportunity to choose for themselves. They achieve well. This freedom to move also ensures that they go into the fresh air and a larger space. There is always adult involvement with individual and groups of children outside and this promotes well all-round development.
68. Reception children do not have these opportunities and the cramped conditions indoors impact on the general learning atmosphere. Noise levels are often quite high and there is not enough space to use their muscles, get fresh air or jump for joy. All round physical development is impeded because there is no access to the outside area, which is safe for children to run, climb and generally 'let off steam'. Reception children do not have easy access to other activities such as cutting, gluing, writing and drawing. Adults control these activities to a large extent because older Year 1 pupils must be accommodated in a more formal way.
69. The headteacher insists on weekly sessions using more formal arrangements of large apparatus so that all children in the Foundation Stage practise climbing, balancing, running and jumping. Reception children achieve well in these sessions.

CREATIVE DEVELOPMENT

Overall provision in creative development **is good**. It **is very good** in the nursery class. It **is sound** in the reception class but restricted by the lack of space.

Main strengths and weaknesses

- Nursery children have a rich curriculum, which fosters their creativity.
- Reception children have some sound opportunities to express their creativity through painting, drawing and making things.
- Reception children do not have enough opportunity to express themselves through imaginative games.

Commentary

70. Nursery children produce pictures and paintings which reflect their creative thinking and understanding. They make good attempts at self-portraits. They use crayons to colour and reinforce their understanding of particular colours, for example orange or turquoise. They sing with enthusiasm and this regular part of the day's activities reinforces listening and social skills as well. They have good opportunities to play with dough and wet sand, enabling them to make

'cakes' with either material. Adults manage group activities very well and children develop socially as well as their musical talents during these sessions. Achievement is very good.

71. Reception children are restricted by the organisation of the curriculum for the Year 1 pupils and cannot easily follow up ideas independently. They enjoy painting and produce pictures that demonstrate flair, for example when they produced pictures using thumbprints. Some children show good skills in colour mixing and careful application of paint onto the paper. They sing well in assemblies but access to musical instruments for exploration and playing is restricted because of lack of space and the organisation of the curriculum. They have some opportunities to explore different materials such as sand or water but adults decide when this happens for the most part. In spite of this, achievement achievement is good.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Strengths and weaknesses

- Reading, writing, speaking and listening skills remain below national standards.
 - ICT is not used consistently in English lessons and other subjects to enhance writing skills.
 - Few planned opportunities exist to develop and consolidate in other subjects aspects of reading and writing that are taught in literacy lessons.
 - Marking and feedback do not provide pupils with sufficient detail to aid improvement.
 - Use of assessment, particularly in relation to National Curriculum level descriptors, does not feed into planning sufficiently well.
 - Pupils are appropriately identified for 'catch up' groups and pupils in the booster class are receiving good teaching.
72. In the national tests for 2003 standards at the end of Year 2 were well below average in reading and below average in writing. However, the school has made writing a focus for improvement. Achievement in writing is good and pupils reach standards that are average compared with similar schools. Reading standards remain below average and achievement is unsatisfactory. Achievement in Year 4 is unsatisfactory although improving due to good teaching and pupils do not make enough progress taking account of what they achieved in Year 2.
73. Standards in listening are in line with those nationally and pupils make good progress from a low baseline. Standards in speaking are unsatisfactory and progress is limited. Pupils find it difficult to select appropriate vocabulary and to speak using the correct grammatical structures when offering explanations or when talking together informally. There are few planned opportunities in lessons with a specific focus on improving speaking skills. Teachers clearly recognise the importance of improving speaking skills, especially in relation to developing reading and writing. Whilst pupils do speak and listen to each other and to their teachers, they do not have the opportunity to debate, speak at length and pursue questions, whether in literacy lessons or in other areas of the curriculum. A few pupils are given this opportunity in the School Council and they perform well in a smaller group with a clear focus for discussions.
74. During the inspection week, more able speakers expressed themselves clearly and succinctly with confidence and accuracy. For example, one Year 2 pupil, when asked to explain what history was, replied "It's about now and then. It's like a jigsaw really with lots of pieces and you have to fit them together properly."
75. Standards in reading are below those of pupils in similar schools at age seven and age nine. Pupils do not learn well enough the range of ways they can use to decode text. They do not have sufficient understanding of phonics and other clues to get at the meaning of what they read. The curriculum is difficult to plan at the important early stages of learning to read because

of mixed age classes. Resources are not consistently available to ensure individual help, particularly for the youngest pupils.

76. Pupils are expected and encouraged to read to adults at home. The school provides good home-school reading records but few parents use them to record any reading their child has done at home. Consequently, teachers make great efforts to ensure that pupils have opportunities to read to an adult at school, for example a teaching assistant, the teacher or a volunteer helper. These opportunities are of great value in developing reading skills and providing opportunities to talk. Many pupils make satisfactory progress.
77. Discussion with pupils and listening to them read confirm that they receive insufficient guidance when selecting books. Many books are too easy or too difficult. Few pupils choose to read poetry and non-fiction. Poorer readers become frustrated when their book is too difficult. By Year 4, some more able readers use expression and can discuss the text. However, most pupils do not know how to predict what will happen next or infer deeper meaning from what they have read.
78. Some classes have a dedicated ERIC (Everyone Reads in Class) time but pupils do not develop a sustained, independent approach to reading for pleasure. Sessions are noisy and pupils talk rather than read.
79. Books used for guided reading are mainly from a reading scheme. These do not provide pupils with sufficient literary richness and diversity. Sets of books covering other areas of the curriculum and sets of novels are available for this purpose but are underused.
80. Standards in writing at age seven, in 2003, are average when compared with those in similar schools and pupils' achievement is good. Standards are below average at age nine and achievement is unsatisfactory. The school has identified writing as an area for whole-school development and has taken the decision to develop a writing policy from the nursery class through to Year 4. This is wholly appropriate and will ensure that teaching provides continuity, progression and challenge to all pupils. There have been improvements gradually over time and the school's continued focus on improving writing is meeting with some success.
81. Teaching and learning seen in lessons are good overall but the impact on standards is affected by the very low baseline at which children enter school. Lessons are well planned and follow the guidance of the National Literacy Strategy. A significant contributory factor to the school's low standards in reading and writing is the variation in teachers' planning and teaching to meet the learning needs of pupils where there is a mix of key stages or year groups. This applies to the reception/Year 1 and Year 1/Year 2 classes. In single age classes pupils make good progress and achieve well. Teaching assistants manage pupils with special educational needs effectively and extra programmes of support produce good results. These pupils achieve as well as they are able.
82. Pupils' work seen during the inspection confirms that:
 - Pupils are not expected to redraft their work.
 - ICT is not used consistently to improve the quality of what is written or the presentation of work.
 - Handwriting, although well taught, is not consistently transferred into other work. Pupils are taught to start and finish letters correctly and form letters of a regular size and shape, but generally presentation is poor. There is inconsistent correction of letter formation.
 - Pupils are not given sufficient opportunities to write for different audiences and purposes or with a range of genres.
 - There are limited opportunities for extended writing in other subjects and there is an over dependence on worksheets for answering questions which often restricts pupils from writing longer responses.
 - Pupils are taught spelling but few apply their knowledge to other writing.

- Marking is not consistent. Whilst teachers do mark work regularly, comments tend to praise and encourage but go no further. Pupils do not know what they need to do to improve.

Language and literacy across the curriculum

Pupils do not use their language and literacy skills enough in other subjects. They have little opportunity to practise speaking and listening in the context of drama, a valuable medium to encourage self-expression, and to transfer to reading and writing in other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory** overall.

Main strengths and weaknesses

- A well-planned curriculum, taking account of the National Numeracy Strategy.
- Good, and sometimes very good teaching, especially in single age classes.
- Good leadership and management of the subject.
- An emphasis on practical work to aid and reinforce understanding.
- Assessment of pupils' learning using national descriptors and insufficient analysis of end of year tests to pinpoint weaknesses and inform teaching plans for the whole ability range.
- Less than predicted achievement by Year 4 based on what was achieved in Year 2.
- Teaching in mixed age classes does not meet the needs of the broader ability range.
- Inconsistent marking and insufficient attention to good presentation.

Commentary

83. Pupils make good progress in Years 1 and 2 and achievement is good, although standards remain below the national average. Standards are average compared with those in similar schools. Achievement in Year 4 is unsatisfactory but is improving. Pupils do not make enough progress compared with their achievements in Year 2.
84. Standards attained by pupils at the end of Year 2 in 2003 are well below the national average. However, they are now average when compared to those of pupils in similar schools. Achievement is good. This improvement results from good or very good teaching and high expectations in Year 2. Pupils know what they have to learn and have the equipment and encouragement to do so. There is an appropriate focus on numeracy using the three-part lesson advocated in the National Strategy. There is good use of practical materials which helps pupils to understand the value of numbers and how to add them together and check their answers. Pupils learn about shapes and measuring using standard measures such as centimetres and metres. They link their understanding of shape to other areas of the curriculum, for example in art or design and technology.
85. Teaching and learning are less effective in mixed age classes where the ability range is much wider. There is good support for small groups from teaching assistants, particularly for pupils with special needs. These pupils' achievements are satisfactory. There is very good teaching in Year 4 and many pupils work with sustained concentration, including those with special educational needs. Achievement is good in the class designated for these pupils.
86. Pupils make some progress by the end of Year 4 but it is less than expected when their performance in Year 2 is taken into account. Achievement is unsatisfactory. Pupils start school with poor language skills. As a result they find it difficult to explain the problems they are trying to solve and the ways they are using to do so. Pupils who have short attention spans and disrupt the learning of others find it difficult to work independently for a longer period of time. It is hard for them to apply their mathematics to problem solving, for example calculating amounts of money and change. Staff manage these pupils very well and disruption is kept to a minimum.

87. The LEA provides its own test information to show progress and it is helpful in showing pupils' capability in mathematics. It does not pinpoint which areas of the mathematics curriculum need further study or how teachers should adapt their planning to improve the learning opportunities of all pupils. In addition, staff do not analyse national test papers in sufficient detail to provide more information on particular groups of pupils, for example those with special needs or the more able. However, the school has identified a difference in performance between boys and girls and teachers are vigilant about this issue. The gap is closing between the two groups as a result. There has been a steady upward trend in results over time, although in each year the proportion of pupils with special educational needs affects results overall. This causes occasional dips in performance
88. The subject is well co-ordinated in terms of consistent planning and resources. There is some first-hand observation of teaching and learning. Insufficient data analyses are recognised as an issue the school must tackle to make further improvements.
89. Marking is inconsistent and expectations of well-presented work are too low. There are some good examples of marking where pupils know what to do next to improve. Comments are always very encouraging about the effort pupils have made with their work.

Mathematics across the curriculum

90. Teachers understand the need to integrate mathematics into other curriculum areas. There are examples where this happens in art and design and technology. The organisation of teaching and lack of resources in ICT mean that well-chosen programs, for example to produce graphs in science, are not used to full effect. Pupils cannot reinforce their understanding of number or data handling because there are too few computers. Whole-class teaching is very difficult given the small number of computers housed in the computer suite. There have been some improvements since the last inspection but not enough to contribute to better learning and higher standards.

SCIENCE

Provision is **satisfactory**. Achievement is **satisfactory** by the end of Year 2 and Year 4.

Main strengths and weaknesses

- Pupils make good progress against their prior attainment in Years 3 and 4.
- The subject is well planned and there is consistency in its delivery in Years 3 and 4.
- There is a strong emphasis on well-directed practical investigations and on precision and fair testing in Years 3 and 4.
- There is good use of adult support.
- Science is a growing vehicle for the development of a range of literacy skills.
- Pupil attitudes are very positive. They are well behaved and enjoy their work.
- Assessment does not take enough account of National Curriculum level descriptors.
- Pupils in Years 1 and 2 have too few opportunities to do simple experiments.

Commentary

91. Standards at the end of Year 2, in 2003, using teacher assessments, are average. Achievement is satisfactory. However, pupils do not have enough opportunities to design simple experiments and see or explain what happens next. The headteacher is aware of this gap in planning and has already taken steps to remedy the situation.
92. In Years 3 and 4 the majority of pupils are working at a level which is in line with pupils of this age. Observation of pupils and discussions with them reveal that their understanding of scientific concepts and ways of investigating are well developed. This is not always borne out by written work, which is variable in presentation and accuracy.
93. Science is a growing strength at the school. It is generally taught well and pupils respond positively to practical learning opportunities. Activities are well planned for groups of different

abilities. The purpose of each activity is well thought out and carefully explained. Pupils understand why they learn about aspects of science and what they must do to achieve their best.

94. Teaching and learning are sound overall. Good lessons contain elements where there is structured discussion and the opportunity to share ideas, to reflect on and to apply what has been learnt. Investigations are well resourced and supervised by teachers. Teaching assistants in most cases know the lesson well and are therefore able to judge what to look for and how to make sure that pupils are learning. Good questioning encourages pupils to think and learn using the language of science.
95. In many instances teachers place high emphasis on encouraging scientific thinking and on pupils doing things systematically by listening to instructions and ensuring that there is fair testing in experiments. Good behaviour is secured through expert behaviour management through a brisk and demanding pace to activities and by making things fun. Pupils are well behaved and with few exceptions give undivided attention to their work. They listen attentively to adults and other pupils and contribute intelligently to discussions. They record their work diligently and neatly and what writing is produced is purposeful. The work of science is celebrated throughout the school with colourful and informative displays showing the best of pupils' work.
96. The subject co-ordinator has produced, with staff, well-constructed school guidelines. There is consistency from year to year and programmes complement the curriculum of the middle school to which the pupils transfer. The subject is well resourced. Teachers co-operate well and previous experiences are built on. There is progression from year to year, especially for older pupils. There are some well-focused activities to develop speaking and listening and to record observations either in groups or individually in writing and drawing.
97. The subject has been promoted, until recently, through monitoring and demonstration. Teaching in most classes is well established and effective. The co-ordinator is absent temporarily on sabbatical leave and the role has been undertaken satisfactorily by the headteacher in the short term.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) **is unsatisfactory** but has improved somewhat since the last inspection. No judgements were possible on teaching and learning. Pupil achievement, based on limited amounts of work, **is unsatisfactory**. Standards are below national expectations.

Main strengths and weaknesses

- Standards of attainment are unsatisfactory at age seven and when pupils leave the school at age nine.
- The co-ordinator has good subject knowledge and knows what needs to be taught so that pupils will reach the required standards.
- There are too few resources to ensure that all pupils are taught the necessary skills to be able to enhance their learning in all subjects.
- Insufficient dedicated time is planned to teach the ICT skills set out in the National Curriculum.

Commentary

98. The resources for ICT have improved since the last inspection and there is now a small suite of computers. Staff have received training and know how to operate computers and teach the requirements of the National Curriculum. At present the timetable does not include dedicated teaching time for ICT and pupils do not receive consistent, direct teaching set out in the programme of study. They work at computers in twos and threes when other teaching is going on in the classrooms. Sometimes a small group goes to the computer suite. Pupils do not

achieve at the expected levels. They make progress in the areas in which they receive tuition but this does not address the breadth of the curriculum set out in the programmes of study.

99. The co-ordinator knows what is expected and has produced very good assessment materials for all staff to follow as they track the progress of individual pupils. There is a very good collection of software, which has been expertly matched to other subject areas, for example in mathematics, art and English. At present the assessment process is at a very early stage but has the potential to provide all teachers with a clear programme of work which will develop pupils' skills in ICT to the expected levels and enable them to use software to enhance their learning in other subjects.

Information and communication technology across the curriculum

100. There are several examples of work which show that some pupils are using skills in ICT to enhance their learning in other subjects. Older pupils have used word processing skills to present written work in English. They know how to save their work and change the font. Data handling programs are used to produce bar charts in science and pupils interrogate graphs to consider eye colour and which one is the most common. The oldest pupils work independently in class and benefit from discussing their work in pairs.
101. Funding has been deployed to other school priorities such as special needs. This is slowing down developing provision. At present the timetable for teaching and learning is unsatisfactory.

HUMANITIES

102. One lesson was observed in geography in the reception/Year 1 class. Only a limited amount of pupils' previous work was available for examination in geography and very little in history. An examination of planning shows that geography includes well-planned activities including first-hand study of the local area. Portfolios of work from the previous term indicate that some successful studies have been achieved. Examination of pupils' work shows that pupils' weak literacy skills hold down attainment in geography. Presentation was generally poor in books with the exception of some good drawings and writing in Year 4. Standards of attainment are held down because pupils' writing and reading skills are underdeveloped, particularly by the end of Year 2. Writing is not well developed through these subjects and recording is often characterised by excessive use of worksheets and unfinished narrative. Good display work throughout the school recording field work studies in Haverhill and studies of village life in India supports pupils' understanding in this subject and values their work. There was insufficient evidence to make any secure judgements for history.

Religious Education

Provision in religious education is **satisfactory**. Achievement is **broadly satisfactory** but is better for older pupils where their ability to express ideas in writing and drawing is more developed.

Main strengths and weaknesses

- Religious education promotes a predominantly Christian ethos but includes studies of other faith groups.
- The subject is enthusiastically co-ordinated and well resourced.
- Good connections are made with art, assuring opportunities for colourful expression.
- Purposeful and imaginative writing is not well developed, although opportunities for the development of literacy skills are well mapped out in guidance documents.

Commentary

103. Only one lesson was observed in religious education. Teaching and learning are satisfactory and pupils can explain the function of a church as a place of worship.

104. The promotion of the subject is closely connected with a strong Christian ethos and value system. This includes making sure that pupils have consideration for others and are caring and sharing. There are strong links between this subject and Personal, Social and Health Education. There are also links to the regular "Circle Time" as well as the very successful school "buddy system" which seeks to prevent loneliness and bullying in the playground. These are all good features of a well-thought-out curriculum.
105. The co-ordinator makes regular links with other schools and with LEA advisors ensures training and updates to the Agreed Syllabus. She also advises staff on planning and resources and maintains a comprehensive portfolio of pupils' work. Monitoring is achieved through joint planning and discussion with staff. At present there is a lack of clarity about the objectives of the subject and what is shared with pupils so they know what they are going to learn. Literacy skills are not applied to a sufficiently high standard so that pupils present their ideas skilfully by speaking, reading or writing.
106. The Agreed Syllabus is followed throughout the school and teachers' planning assures that there is coverage of programmes of study across the age ranges. Good quality work is produced where sufficient time is given to each programme of study and each important story from the Bible and faith celebration. Pupils express their ideas better through beautiful class friezes, for example on Noah's ark and Islamic writing. Too often work in books points to rushed responses and a lack of clarity about the purposes of writing.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art

Provision for art and design **is good**. Achievement **is good**.

Main strengths and weaknesses

- The quality of planning is good.
- Pupils produce good quality work.
- There is limited evidence of 3-D work and ongoing sketching.
- Pupils' ability to evaluate their work is limited because of their limited speaking skills.

Commentary

107. In all classes pupils are developing their creativity and imagination by experiencing the visual, tactile and sensory qualities of materials and their processes. They are given good opportunities to investigate different materials. They explore and develop ideas, which are well expressed in their own paintings and drawings.
108. Pupils in Year1/Year 2 looked at the work of Frost, a Cornish artist. Pupils build well on previous work where they had designed and made a collage of shapes using card, fabric and cardboard focusing on different textures. Pupils use primary colours to paint their collages, having access to a variety of brushes and the opportunity to make colours paler. Pupils have good prior knowledge and this was successfully developed by the teacher because of her own good subject knowledge.
109. Pupils in Year 3 examined the work of Kandinsky. Teaching and learning are good. This lesson formed part of a sequence and there was evidence of clear progression of skills and the quality of work. The teacher's expectation of pupils was clear and she demonstrated well how pastels could be used. She also led evaluation of work with the pupils as their work progressed. This extended their vocabulary to express their thoughts in relation to their work. Direct observation and drawing of a natural resource – pebbles – was linked to this work. Pupils produced good quality work because they had a clear understanding of the task and the intended learning.
110. The subject co-ordinator has only recently taken on responsibility for art and design. Long-term planning is based on a local scheme which identifies the learning objective, possible activities,

skills and concepts to be learnt, key vocabulary to be taught and possible links with other areas of the curriculum. This is providing staff with good support for planning. There is a varied and helpful portfolio of pupils' work which teachers have judged against National Curriculum expectations. This acts as a useful resource for teachers and pupils in terms of showing them what can be achieved. Individual pupils' work is sensitively displayed around the school in clip frames. As well as giving value to pupils' work this provides another accessible model to other pupils of what is possible in addition to examples from more famous artists.

Design and Technology

Provision in design and technology is **good**. Achievement is **good**.

Main strengths and weaknesses

- Pupils make good progress against their prior attainment.
- Attainment is average with good signs that there is the capacity to improve further.
- The processes of designing and making are well developed and pupils evaluate their work well.
- Subject leadership is good.
- Teaching is enthusiastic and good.
- Pupils' attitudes are very good. They are confident and enjoy the subject.

Commentary

111. Standards are in line with national expectations at the end of Years 2 and 4. Pupils start from a low baseline and this represents good achievement. Teachers' plans are good and take account of individual needs. As a result, pupils get the right amount of support and challenge. They are encouraged to evaluate their work regularly. This helps them to understand what they can do to improve it. Speaking and listening are developed through well-structured discussion. Numeracy skills play a key role in estimating and measuring materials used in making and testing models.
112. Teaching and learning are good. Teachers show confidence and engage pupils with focused questioning. There is a brisk pace to work and an appropriate balance to activities. Teachers enjoy the practical elements as much as the pupils! The results of assessment are contributing to better planning for more able pupils. Their learning is often extended by appropriately planned activities. Agreement on the reason for writing and recording encourages high-quality responses. Teaching assistants play an effective role working with groups of different abilities.
113. Examination of pupils' work, teachers' planning and lesson observations reveal that there is a very practical approach to learning. This is beneficial to pupils who enjoy first-hand involvement and are suitably motivated. Discussion and making and doing are strong parts of lessons. This assists the development of thinking and learning. It maintains high interest and enthusiasm as well as fostering the use of the correct subject vocabulary and the development of communication skills.
114. The co-ordinator has good subject knowledge and the ability and enthusiasm to promote this throughout the school. Links set up between teachers and with other schools help everyone to share and develop ideas and to improve. Schemes of work and past portfolios of work are used effectively. Teachers make good connections in their joint planning with other subjects. For example, the study of the Greeks generates an excellent model temple with a frieze of Greeks in carefully made Greek costumes. Displays throughout the school illustrate the widespread use of materials and models to enhance work in art, history and science.

Music

Provision is **satisfactory**. Achievement is **satisfactory** in Years 2 and 3. Standards are in line with national expectations. Only two lessons were observed.

Main strengths and weaknesses

- Pupils sing well in assembly and lessons and very well in choir.
- Assessment of learning is not sufficiently developed by all teachers.
- The co-ordinator is well qualified to lead music and is determined to raise standards.
- Music is linked well to physical education, art and design and ICT.

Commentary

115. Pupils achieve satisfactorily because teaching is well planned and linked to other subjects. They sing well in tune, both when accompanied and unaccompanied, with expression and with obvious enthusiasm and enjoyment. Staff lead these activities well and provide good role models, which adds to the enjoyment of the subject and to the ethos of the school. Two lessons were observed and it is not possible to give an overall judgement on teaching.
116. The subject co-ordinator has good subject knowledge and supports all staff to teach music. She gives encouragement to those who lack confidence. She makes extensive contributions to extra-curricular music. She has already provided considerable help with medium-term planning and by giving practical advice on how to teach well. Assessment for learning is underdeveloped.
117. Display is used effectively to inform pupil learning, to value work and to raise the profile of music in the school. For example, a striking display in the Year 3 classroom shows how ICT has been used to record research about instruments. Good quality books have been included which reflect instruments through time and from a variety of cultures. Opportunities are identified for group composition using ICT. These aspects are very good additions in the development of music.
118. Resources for music are satisfactory. Practical participation in composition is limited because there are insufficient numbers of suitable instruments. There is a very limited selection of instruments from other cultures. A good variety of pre-recorded music is available for assembly, dance and other aspects of physical education. Guitar music is used effectively to create the right mood for painting. An African Dance Workshop and performance is planned for later this term to add to the cultural diversity of the subject.

Physical Education

The headteacher promotes the subject well. Only one lesson was seen and no judgements have been made on teaching and learning overall.

Main strengths and weaknesses

- The headteacher gives this subject a high profile and pupils have at least two lessons a week.
- The co-ordinator is enthusiastic and keen to maintain a broad curriculum.
- Swimming has been taken out of the curriculum because of severe budget constraints. Governors and staff greatly regret this necessity and will restore swimming as soon as possible.

Commentary

119. One lesson was observed. Teaching and learning are good. Teaching is well planned. As a result, pupils can catch, throw and strike a ball using a bat. They work very well in pairs and enable each other to improve. Activities enhance social development very well. Pupils observe each other and make some improvements to their play. They understand the need to cool down at the end of the lesson. They enjoy playing games and concentrate well. They improve by the end of the session.
120. The subject leader is new but understands the importance of the subject and the need to maintain its high profile. The accommodation and resources are good. Extra-curricular activities are plentiful and well attended. Pupils enjoy country dancing, football, netball, athletics and

orienteeing. Physical well-being and social development are well promoted through these activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, Social and Health Education (PSHE)

Provision in PSHE **is good**.

121. Carefully planned opportunities for discussion place high store on encouraging pupils to listen to the contributions of others and to include fellow pupils in their responses. Caring relationships and consideration for others are strongly embedded in the life of the school. The headteacher sensitively facilitates regular meetings of the School Council, involving pupils across the school. It is chaired and scribed by pupils who confidently discuss matters important to them and suggests appropriate action for improvements. Other responsibilities for older or more mature pupils help to develop responsibility, e.g. the buddy system, designed to provide peer support to overcome loneliness or occasional bullying in the playground. All these activities form part of Circle Time discussions and help pupils to understand their responsibilities in a social group.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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