

INSPECTION REPORT

BUNGAY PRIMARY SCHOOL

Bungay

LEA area: Suffolk

Unique reference number: 124573

Headteacher: Dr James Nind

Lead inspector: Brian Griffiths

Dates of inspection: 8th – 10th March 2004

Inspection number: 262874

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 to 9 years
Gender of pupils:	Mixed
Number on roll:	305
School address:	Wingfield Street Bungay Suffolk
Postcode:	NR35 1HA
Telephone number:	(01986) 892209
Fax number:	(01986) 893046
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Simon Linger
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

This is a larger than average community primary school for pupils aged from three to nine years. It serves the small town of Bungay, which is on the Suffolk/Norfolk border about 15 miles from the coast. Children start in the nursery at the beginning of the term in which they become four and almost all move to the reception class three terms later. They attend part time until the beginning of the term in which they become five, when they begin to attend full-time. There are 36 children in the reception year and 45 in the nursery. The proportion of pupils eligible for free school meals has risen steadily in recent years and now stands at 24 percent (above the national average). The great majority of pupils are white British, with very small numbers of pupils of mixed parentage and of eastern European and Indian sub-continent origin; these are either fluent in English or quickly becoming so. An above average proportion of pupils have special educational needs, and an average number have statements of special need. The great majority of these needs are related to mathematics and language acquisition although a substantial minority have social, emotional and behavioural difficulties. On entry to the school, children's attainment is below average and is lower now than it was in 1998 when the school was last inspected.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2607	Brian Griffiths	Lead inspector	Foundation Stage; English as an additional language; science; music; physical education; religious education.
1234	Tina Bradley	Lay inspector	
10269	David Figures	Team inspector	Special educational needs; English; geography; history; Personal, social and health education.
32747	Kathleen Faulkner	Team inspector	Mathematics; information and communication technology; art and design; design and technology.

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
East Sussex
BN21 3YB

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a satisfactory quality of education and is improving as good, renewed leadership takes effect. Sound management systems support improvement. Teaching and learning are satisfactory and relationships and behaviour are good. Pupils achieve satisfactorily and by the age of nine reach the national expected standards in most subjects. With a below average income, the school provides **good value for money**.

The school's main strengths and weaknesses are:

- Standards reached by nine-year-olds have remained generally steady whilst the attainment of pupils on entry to the school has fallen. However, standards are lower than they should be particularly in Years 1 and 2 and in English in Years 1 to 4.
- Senior managers provide good leadership and governors are equally well-led and effective; some managers of subjects do not have a clear grasp of their roles.
- The assessment of pupils' achievements is not good enough properly to plan their subsequent work or to guide improvements to the curriculum.
- On occasions teaching is not interesting enough to stimulate pupils to want to learn.
- Pupils are not systematically involved in decisions that affect them and their learning.

School improvement since the last inspection has been satisfactory. Improvements have been brought about, at a good rate, in most of the areas identified at the last inspection; in particular, the provision for learning about information and communication technology (ICT) is now strong and pupils' achievement in the subject is much better; the governing body now makes good contributions to the leadership and management of the school. Pupils' standards, though improving, are not as good as when the school was last inspected.

STANDARDS ACHIEVED

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

Pupils' achievement is satisfactory. Attainment on entry to the school is lower than it was a few years ago, so that the overall average standard reached in Year 4 (most of whose pupils started here six years ago) is from a higher base than more recent intakes and is the result of steady progress. The attainment of pupils now in Year 2 is below average taken overall but because it is from a lower base still represents satisfactory progress. Children in the nursery and reception are benefiting from relatively recent changes, are achieving well from their below-average base and reaching nationally expected levels in their personal and social development, communication, language and literacy, mathematics, knowledge and understanding of the world and in physical and creative development. In the current Year 2, standards are average in mathematics and reading but below average in writing and in speaking and listening; they are also below average in science and religious education; in ICT standards are above nationally expected levels. Standards in Year 4 are below average in speaking and listening and in writing but average in reading; standards are average in mathematics, science and religious education whilst in ICT they are above average. Good support enables pupils with special educational needs to achieve well. Boys and girls are treated equally at all times and

make similar progress. Pupils for whom English is an additional language receive appropriate support, are becoming fluent in English and achieving satisfactorily overall.

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. The great majority of pupils attend regularly and promptly, and they enjoy learning. They make friends with other pupils and have good relationships with adults. In the great majority of lessons pupils behave well and the best teaching fosters good attitudes to learning; in a small minority of lessons, pupils' concentration slips and behaviour suffers. In the nursery and reception classes the personal development of children is carefully monitored and the outcomes used to plan future approaches; this is equally true in all areas of learning and contributes greatly to children's achievements. The lack of a similar approach in Years 1 to 4 is one reason that learning does not progress more rapidly; written guidance exists but is sometimes not followed.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. Pupils learn at a reasonable pace because teaching is satisfactory. In most respects lessons are planned well, although too little use is made of the assessment of pupils' progress (both academic and personal) to guide later learning. In a minority of lessons, teaching is unsatisfactory and good guidance given in the school's teaching and learning policy is not taken. A good range of learning resources enriches the satisfactory curriculum. The all-round provision for ICT is good; the shape and acoustics of the school hall inhibits work in PE, music and assemblies. Good teamwork in the recently formed Foundation Stage unit enhances learning in the nursery and reception years. In the rest of the school pupils do not have enough opportunities to take on responsibilities and so enhance their personal development

LEADERSHIP AND MANAGEMENT

The school is well led. The headteacher has a clear and ambitious vision for the school to which key staff and governors fully subscribe and increasingly contribute, working in effective partnerships. Management is satisfactory. Systems for driving forward and implementing the school's vision are still being refined. The best features include a willingness to act boldly in order to improve standards (for example the recent changes to pupil groupings and to teaching and learning approaches in literacy and numeracy); areas of relative weakness include an absence of systematic methods of monitoring the performances of pupils and of measuring the success of otherwise well-planned changes to the school's provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents and pupils view the school positively, with over 90 per cent of parents stating that their children like school and make good progress here. A substantial minority felt that some bullying existed (although very few thought that behaviour was less than good). A little evidence was found of aggressive behaviour; the school has some good systems in place to combat such behaviour but these do not include regular, planned consultations with pupils. Occasionally playground behaviour is boisterous – but is rarely intentionally aggressive.

IMPROVEMENTS NEEDED

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

- Raise overall standards particularly in English.
- Ensure that an accurate knowledge of what pupils already know, understand and can do is used better to guide the curriculum, teaching and the planning for pupils' personal development.
- Ensure that all teaching follows the school's teaching and learning policy.
- Take more systematic account of the views of pupils and ensure that they take more responsibility for their learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve satisfactorily, reaching generally average standards in Year 4. Standards in Year 2 are below average. Children at present in the nursery and reception classes are achieving well.

Main strengths and weaknesses

- Overall standards are close to those of five years ago even though attainment on entry to the school is lower than it was. However, standards in English are too low.
- Standards are on track to be average by the end of the reception year.
- Year 2 standards are below average in English, science and religious education.
- Pupils achieve well in ICT and reach above average standards throughout the school.

Commentary

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

Standards in:	School results	National results
reading	15.3 (14.6)	15.7 (15.8)
writing	14.9 (13.6)	14.6 (14.4)
mathematics	15.6 (16.2)	16.3 (16.5)

There were 49 pupils in the year group. Figures in brackets are for the previous year

1. Because this is a school catering for pupils up to the age of nine, there are no national test results for pupils in either of their final two years. The above table shows that in 2003, writing was at average standards in Year 2 whilst standards in reading and mathematics were below average. These results are similar to those in most recent years. However, they do not tell the whole story, even up to Year 2. Over the past five or six years there have been changes in the school population that have resulted in the attainment of pupils on entry falling from average in 1998 (when the school was last inspected) to below average now. It is to the school's credit that test scores are so close to those of earlier years. In national tests girls at Bungay do better than boys. However, assessments of attainment on entry show the same picture, and the result of the school's even-handed approach is that, whilst differences continue, they are smaller than when the pupils started school. The overall judgement of the inspection is that, in Year 2, standards are average in reading and mathematics and below average in speaking and listening, writing, science and religious education. In ICT standards are above average.

2. Standards are a little better in Year 4. This is partly explained by the fact that on arrival in the nursery these pupils' attainment was higher than more recent arrivals, and partly because most staff and pupils are responding enthusiastically to changes made to the teaching of literacy and numeracy, and are determined to succeed. However, everyone is having to work hard in order to remedy weaknesses in the attainment of this year group that go back to earlier in their time here; when the current Year 4 pupils were in Year 2 they experienced a number of changes of teacher and they only reached below average standards in writing and mathematics and well below average standards in reading. Now in Year 4, these pupils reach above average standards in ICT, average standards in religious education, science, mathematics and reading; standards are below average in speaking and listening and in writing. Thus, although Year 4 pupils have made only satisfactory progress over their time in school, they have achieved well in the last two years.

3. Pupils with special educational needs are well-catered for and progress well towards their individual learning targets. They achieve well in English and mathematics but still reach standards

that give concern; higher standards are reached in subjects such as science, which do not rely to the same extent on pupils' literacy skills. Pupils for whom English is an additional language receive special support, master English at an appropriate rate and their overall achievement is similar to that of others at the school.

4. The improvements to the standards reached in the nursery and reception classes are largely the result of changes begun less than two years ago. Children achieve well and standards have improved because a rich curriculum is taught well by a well-knit team of teachers and support staff. A particular strength lies in the meticulous assessments made of children's progress, so that lessons build very well on what children already know, understand and can do. This process provides a good model for the rest of the school, where standards are not helped by such a system. Standards by the end of the reception year are on track to be in line with national expectations in personal and social development, communication, language and literacy, mathematics, the knowledge and understanding of the world, creative development and physical development.

Pupils' attitudes, values and other personal qualities

5. Pupils' attendance is good. Their behaviour and attitudes to learning are good. Pupils' personal development, including their spiritual, moral, social and cultural development is satisfactory.

Main strengths and weaknesses

- Pupils' spirituality is developed well in the nursery and reception years, as are some aspects of personal development throughout the school; pupils are not sufficiently involved in taking responsibilities or helping to take decisions.
- Pupils' behaviour and their attitudes to learning are good, especially when teaching is stimulating; the behaviour of a minority of pupils deteriorates in lessons that do not capture their interest.
- Relationships are good at all levels.

Commentary

6. Pupils' attitudes, values and other personal qualities are good. Attendance is above national levels and pupils attend school regularly. Pupils are almost always in the classroom and ready to start the school day promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.2
National data	5.4	National data	0.4

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

7. Pupils respond well to stimulating teaching and enjoy teachers' dramatic use of their voices and well-planned practical work. However, there are a few pupils who find concentration difficult and their behaviour deteriorates in lessons in which opportunities are missed to stimulate pupils' imagination and when explanations are accurate but not interesting. Behaviour in the playground and at lunch times is satisfactory and often good. Pupils from all backgrounds play together well and welcome visitors politely. Some parents and pupils are unhappy with behaviour in school and are concerned about some incidences of bullying. Pupils confirm that bullying does take place, but say that it is very occasional, generally on the playground, out of sight of adults. However, many other pupils respond with commendable maturity: they talk things through with others, are tolerant and do not complain to staff without good reason, and that is rarely. Pupils are encouraged to discuss their anxieties with adults in school but without a fully implemented method to encourage this, a minority of pupils can be left with too little support.

8. Good relationships prevail throughout the school and teachers are both patient and kind. They are good role models for their pupils and there is a positive atmosphere in the classrooms. No recent exclusions have been necessary.

9. The youngest children settle well into school, and make good progress towards achieving the early learning goals in personal, social and emotional development by the time they leave reception. They enjoy school routines and have opportunities to make independent choices in their activities. There is, however, no planned sequence of increasing responsibilities to match pupils' developing maturity through Years 1 to 4. The one survey of pupils' views that was undertaken recently sets a useful precedence for the future; the systematic approach with pupils to conflict resolution works well and sets a good example for further work in encouraging pupils' personal, social and emotional development.

10. The school's strategies to promote the personal development of pupils are linked to positive relationships and friendships and make a satisfactory impact on how pupils mature as they move through the school.

11. Spirituality is strong in the nursery and reception, where children take joy in their learning and school life. A sense of awe and wonder is generated by many displays around school where children's thoughts and efforts are celebrated. Pupils, on their way to school assemblies, cannot resist squeaking the bird in their science display or swinging the paint bottle in an art display (as is intended) as they pass. Pupils know right from wrong and are sociable both in the classroom and at meal times. They behave sensibly and have mature attitudes in conversation with each other and adults. Their social and moral development is promoted well through lessons in personal, social and health education, through team work and the school's emphasis on fair play.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

12. The school provides a satisfactory quality of education.

Teaching and learning

13. The quality of teaching is satisfactory and pupils learn at a satisfactory rate. Arrangements for assessing pupils' work are unsatisfactory.

Main strengths and weaknesses

- Teaching and learning are good in the nursery and reception classes.
- Most lessons are well-planned with a good level of challenge, although on occasion there is insufficient clarity about what pupils are to learn.
- Pupils' behaviour is generally well managed so that their attention is focused on the task; sometimes an unstimulating approach fails to interest pupils in learning, and results in unsatisfactory behaviour.
- Teachers' energy, enthusiasm and high expectations frequently engender pupils' interest but some teachers have insufficient strategies for retaining pupils' attention.
- Assessment arrangements in Years 1 to 4 do not provide adequate information for planning pupils' future work.

Commentary

14. The very good management of well-planned activities in the nursery and reception classes ensures that all children are purposefully engaged. There is a good balance between direct teaching and independent choices and this enables children to learn to choose, to take responsibility and to cooperate. In this they are powerfully supported by a well-integrated team in which teachers, nursery nurses and teaching assistants work together, complementing each other's skills. Careful

observation of the children leads to well-focused assessment, which in turn records their attainment, feeds into planning subsequent work and so contributes systematically to their progress.

15. The picture is more mixed in Years 1 – 4. Here there is a good proportion of well-taught lessons, but pupils do not learn as effectively as they could because of weaknesses, sometimes marked, in the others. Many lessons are well planned, following a pattern that the pupils understand. A sequence of varied activities, appropriate to what they already know and can do, carries pupils forward a step at a time, keeping them interested and engaged in what they are intended to learn. Many teachers have a calm authority which, combined with appropriate strategies for managing pupils' behaviour, encourages pupils to try hard and so make progress. For example, in a very good key skills lesson for pupils in Years 3 and 4, the quiet opening, when the teacher used demanding questions to prepare pupils for what was to follow, created a purposeful atmosphere. Pupils in their turn displayed exemplary behaviour and cooperative attitudes; they concentrated well on listening and responding to the teacher and each other. Some teachers have an enthusiasm for the subject which rubs off on the pupils and makes them want to participate and so they achieve well. In these, as in other lessons, the skills of the teaching assistant are well used to encourage pupils who need help, among them those with special educational needs, to concentrate on the tasks in hand. As a result, pupils with special educational needs make good progress towards their individual learning targets. Similar support is given to pupils for whom English is an additional language, so that they acquire English reliably and make steady progress in their learning of other subjects.

16. There are several reasons why some lessons are not as successful as they should be. It is sometimes because the pupils are not clear what they are being expected to learn. At other times, teachers lack the strategies - through questioning or otherwise - to keep pupils focused on what they should be doing, or to assess the progress being made. Sometimes the lessons lack enough interest to stimulate pupils to want to learn. At other times, the level of challenge is misjudged: whether it is too high or too low, pupils do not learn as they should because their attention wanders. When this happens pupils' behaviour deteriorates: when the teacher is unable to manage the situation, pupils' achievement is adversely affected. Good guidance is given on these matters in a good 'Teaching and Learning Policy', but is not always used.

17. The Foundation Stage and mathematics apart, arrangements to assess what pupils know, understand and can do are at a very early stage of development and do not provide pupils or teachers with adequate or consistent information about where they are and what they need to learn next in order to make progress. In English, for example, much assessment is too informal. Work is not always assessed against National Curriculum levels. There are no arrangements in English or science to track pupils as they pass through the school to ensure that their progress is consistent with earlier expectations, and to set appropriate individual or group targets which challenge or support them. There is little assessment in subjects other than English, mathematics and science other than the minimum required to complete annual reports. The consequence is that the school has insufficient information about where pupils stand in most subjects. In many of the well-taught lessons it is the quick-wittedness of teachers, rather than a deep understanding of what pupils already know, understand and can do, that ensures that most pupils are stretched and so learn at an appropriate pace. When pupils leave the school, there is no readily accessible way of accurately ascertaining the progress they have made since joining it.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	15	9	3	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons;

The curriculum

18. The quality and range of the curriculum, including enrichment opportunities are **satisfactory**. The accommodation is **satisfactory** and the learning resources are **good**.

Main strengths and weaknesses

- The curriculum for the nursery and reception is good and well resourced.
- Provision for information and communication technology is good.
- A rolling programme of curriculum review has resulted in innovative approaches in some areas.
- A good range of educational visits and visiting experts give good support to the curriculum, although the number of after-school clubs is limited.
- The hall is inadequate for its main purposes.

Commentary

19. The curriculum has improved since the last inspection. All the policies and schemes of work for National Curriculum subjects have been reviewed and updated. The Teaching and Learning Policy guides the presentation of the curriculum to pupils and satisfactorily drives the approach to teaching and learning. Groups of teachers, parents and governors have made contributions to reviews of the curriculum and as a result, it matches well the values of the school community. The school's plans to complete this updating of policies are timely, particularly in the cases of the sex and drugs education policies, which are out-of-date and not fully consistent with the school's current approaches. Regular, well planned work on 'Key Skills' dovetails well into the National Curriculum and successfully encourages pupils' thinking skills, independence and literacy.

20. In the nursery and reception classes, teachers and teaching assistants plan and work well together as a cohesive team to benefit the learning for the children. As a result the activities are well planned and the children have positive attitudes and are well motivated. The accommodation and resources are effectively and flexibly organised so that all the nursery and reception children have full and equal access to the outdoor and shared areas that provide for their physical and creative development. This also helps the children's personal and social skills as they learn to relate to a wider group of children and adults.

21. The school has extensively developed the information and communication technology provision (which was judged to be unsatisfactory at the last inspection) and it is now good. All the pupils now follow a well-planned scheme of work. Good quality equipment, software and a full time technician support the curriculum. As a result, teachers are confident and pupils' learning is enhanced. The information and communication technology curriculum supports other subjects well, especially learning in literacy, numeracy and key skills.

22. The pupils with special educational needs, and those for whom English is an additional language, are fully catered for by the curriculum. The good planning for their individual needs means that they make good progress in lessons. The teaching assistants are well briefed and model the learning for the pupils in independent activities, enabling them to work alongside their peers. The curriculum is enriched with 'themed weeks' in subjects such as history, art, English and science. The pupils learn together in teams and experts such as storytellers and puppeteers visit the school to add to the pupils' learning experiences. Educational visits for all pupils take place that add to the pupils' first hand knowledge and experiences. All the pupils in Year 4 have the opportunity for a residential visit. This helps further to develop their personal and social skills, such as teamwork and problem solving, and prepares pupils for transition to the Middle School. Outside the school day there are few clubs for the pupils to attend apart from football, Beavers and fitness.

23. The school makes good use of the accommodation but is handicapped by the hall. As at the last inspection, the school hall is inadequate for its purposes. The size, shape and acoustics make it

difficult for learning to be as effective as it should be in physical education, music and school assemblies.

Care, guidance and support

24. The school's provision for pupils' care, health and safety is satisfactory. The provision for academic and personal support and guidance are under-developed.

Main strengths and weaknesses

- A strong and productive emphasis on friendship and care for others successfully encourages good relationships.
- Too few opportunities are made for pupils to undertake significant responsibilities or to be involved in decisions that affect them.
- The school does not systematically collect sufficient information on pupils' personal and academic achievements, thus support and guidance are reliant on informally collected knowledge of pupils.

Commentary

25. The school provides a caring environment for its pupils with a firm emphasis on attempting to ensure that all pupils benefit as fully as possible from its provision. It meets its legal responsibilities by carrying out, for example, risk assessments and fire drills; its practice regarding the use of information communication technology is designed to protect pupils.

26. Child protection arrangements are in place and adults in school are aware of procedures. Children who are looked after by the local authority are well supported and the school works closely with parents, carers and external services to care for its most vulnerable pupils. Pupils with special educational needs are well supported throughout the school, although limited information on their current achievements hinders the potential progress of groups of pupils, such as those who are gifted or talented.

27. Trusting relationships with adults are encouraged and promoted through the school's emphasis on pastoral support; friendship and care for others. These good relationships are built up carefully, with strong emphases not only on adults setting good examples and having high expectations of pupils, but also by systematic teaching of skills, (often in effective 'Key Skills' lessons) such as negotiation, debate and conflict resolution. Lessons in personal, social and health education are closely linked to dealing with difficult situations and behaving assertively. However, pupils are given too few responsibilities to develop their initiative to make a significant impact on their development as they mature and move through the school.

28. Some pupils feel behaviour in school is not always good. They confirm that bullying occasionally takes place; many pupils show considerable maturity in the ways in which they discuss behaviour with each other, including the poorly behaved. Pupils know that adults are aware of those pupils who find self-discipline difficult and the majority of pupils approach adults and discuss any concerns. However, the school's success in reducing all forms of harassment is hampered because pupils are not given sufficiently systematic opportunities to debate issues nor to make regular representations to adults.

29. Pupils with special educational needs are supported well by staff and by other pupils, who include them in their work and play. They are quickly identified and strategies to support their all-round achievement are put into place. Skilful teaching assistants work well with pupils who have the greatest need and ensure that they are included in lessons at the appropriate levels.

30. In Years 1 to 4, systems to gather information about pupils' progress in English, mathematics and science exist but are not used consistently enough to inform, support and guide pupils to the next stage in their learning. Teachers and assistants know pupils well at a less formal level and

this ensures that pupils receive, overall, satisfactory guidance and support. Systems to assess children in the nursery and reception are good and used well to raise standards of learning and personal development.

Partnership with parents, other schools and the community

31. The school has satisfactory links with the parents of its pupils, with other local schools and with the local community

Main strengths and weaknesses

- There is a good partnership with the local middle school, and good links with local charitable organisations.
- Parents support the school well, but the school provides few opportunities for them to discuss how best to support their children.

32. Parents and pupils are happy with the work of the school, including with the new teaching and learning arrangements. In general, parents are very supportive of the school, but a significant minority have concerns about behaviour and the incidences of 'bullying' reported to them by their children. The school is aware of their concerns and strives, usually successfully, to maintain a happy and supportive environment for their children; the friendly atmosphere is a growing strength of the school.

33. The quality of links with parents has been maintained since the last inspection and is rightly identified in the school development plan as an area worthy of further improvement. The school consults parents before embarking on new strategies - such as its new arrangements for teaching literacy and numeracy. However, there have been few opportunities for parents to be helped to understand other current teaching methods and to learn how they might best support their children. Parents of pupils with special educational needs say that they are well pleased with the school's approaches to meeting their children's needs. They are given suitable opportunities to discuss their children with school staff, both formally and informally.

34. Information about work to be done in their class is sent to parents by class teachers, but little information has been issued about the whole curriculum until recently. Some of the few occasions on which the school has held meetings designed to explain the school's approaches have been well-attended, but the school does not provide enough guidance for all parents on how they might help their children with school work.

35. The school is very much a part of the local community and is the recipient of both practical and moral support from its parent-teacher association, local charities and businesses. Its work with other schools in the area helps to ensure a smooth transition for pupils leaving Year 4 for middle school. Joint activities with other schools and the liaison between teachers, enable pupils to transfer with confidence.

LEADERSHIP AND MANAGEMENT

36. Leadership is good and management is satisfactory. The school is led well by the headteacher; a relatively new deputy headteacher is bringing effective and valuable complementary skills to bear. School governance is good.

Main strengths and weaknesses

- After a period of unsettled leadership, the headteacher, key staff and governors have developed a clear and ambitious vision for the school and its pupils, and they work well in partnership.
- Staff and governors are prepared to adopt innovative methods in order to improve the school's provision and pupils' achievement.

- The school gives good value for money as it helps pupils to achieve satisfactorily or better on a smaller than average income.
- Insufficient use is made of monitoring and evaluating all aspects of the school's provision and of identifying and analysing pupils' achievements

Commentary

37. Since the last inspection, a combination of circumstances has caused several changes at headship level. There have been two substantive headteachers and two acting headteachers; changes have been fewer at deputy head level, but the current deputy has been in post for less than a year. This impermanence at senior levels coincided with a fall in test results that was only partly caused by a gradual lowering of the attainment of children on entry to the school. However, senior staff and governors are pulling well together and are determined to improve on past performance. They plan carefully for changes and then implement them vigorously. A good example is ICT. This was a weakness when the school was last inspected but a determined programme of improvements to resources, staff training and new appointments has improved matters to the point at which it is now a major strength of the school, with pupils reaching standards that are the highest in any subject and above the national expectation. A good deal of the success is due to the work of the recently appointed ICT technician who works successfully with pupils and teachers as well as being a real source of technical expertise. A more recent example is the major changes made to the arrangements for teaching literacy and numeracy. Pupils are now taught in groups of pupils at similar standards, by dedicated teams for each of the two subjects. Whilst it is too early to make secure judgements regarding standards, there is a positive atmosphere in lessons and a sense of purpose to learning that augurs well.

38. Leadership and management in subjects and aspects of the school's work are satisfactory overall, but variable. Leadership of, and so provision for, pupils with special educational needs is good, with relatively new systems now established and working smoothly; similarly, PSHE is managed well; after a slower start than many schools, the management of the literacy and numeracy strategies is ensuring that they are having a positive impact on what pupils are achieving. In a number of other subjects the coordinators do not have subject specific job descriptions, nor potentially effective strategies for monitoring and raising standards.

39. Governors, particularly an energetic and effective chair of governors, have been fully involved in these bravely implemented attempts to drive up standards in key subjects. Their detailed work in committees and inside knowledge of the school ensure that their decisions are invariably well-founded and for the good of the school.

40. Within this picture of a school that is taking firm actions to lift standards there is a gap. Only in the nursery and reception years, and to a growing degree in mathematics, does the school have a good grasp of precisely how well children are doing. In the rest of the school, pupils are tested in some subjects but its current approach does not, for example, allow it to say with certainty how well pupils are achieving by the time that they leave for middle school. No systematic analyses have been made of the data provided by tests in order to identify what is working well, so as to consolidate and spread the good practice, nor to identify weaknesses in order to eradicate them. Thus the assessment of pupils' achievement and its use to inform the work that they subsequently are given, are unsatisfactory. With this in mind it is unsurprising that the otherwise good methods of planning for further improvements are not sufficiently grounded in the impact that changes will have on pupils' achievement. The school is aware of the shortcomings in its assessment processes and improvements are outlined in the current school development plan.

- A thread through almost all of the areas that are in need of improvement is that:
- there is a well-expressed, agreed policy for that aspect of the school's work,
- most staff follow the policy and that
- some staff from time-to-time do not, leading to a lack of consistency and less than satisfactory performance.

41. None-the-less, the school is helping pupils to achieve satisfactorily overall and well in some areas. Much of this is due to the open and friendly way in which the school works, and the informal knowledge that adults have of pupils. It is doing a satisfactory, and improving, job on an income that is less than many schools of its type. It therefore gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	605,493
Total expenditure	604,887
Expenditure per pupil	1983

Balances (£)	
Balance from previous year	30,225
Balance carried forward to the next	30,831

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. The nursery provides part time places for 45 children, attending mornings or afternoons. They move into the reception classes and attend full time in the term when they become five. Good links have been established with the pre-school providers and the teachers visit the children's homes before the children begin school. Parents receive a range of information from the school and well thought out induction arrangements mean that the children settle happily into school.

43. The Foundation Stage unit includes children from both the nursery and reception classes. The Foundation Stage coordinator provides good leadership and management by ensuring that a consistently positive ethos is embedded in all the day-to-day learning opportunities planned for the children. This is shown in the staff commitment to the daily development and care for the children.

44. Thorough assessment of the children's skills around the time that they start school shows that they are below average, particularly in the areas of language and mathematics. There has been a trend in recent years for attainment on entry to the nursery to drift lower; this is especially so in English, in which standards on arrival in the nursery are well below average. The good teaching, observed during the inspection, is having a positive effect on the children's progress and achievement. Children in the reception class achieve well and are on track to reach the nationally expected early learning goals.

45. Teaching and learning are good in all areas of learning. Staff use carefully an effective yet manageable assessment system to record the children's achievements. The staff team meet weekly to reflect on and evaluate the children's progress and adjust teaching and learning plans as a result of the assessments. This works well and makes a major contribution to learning. Teaching assistants have copies of the teaching plans and an opportunity to discuss them with the class teacher so that they are clearly directed as to which individuals or groups of pupils to support. This ensures that children's learning is developed through an appropriate balance between taught and independent activities. The facilities and resources are flexibly organised to enable the children to have full and equal access to the outdoor learning and shared areas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good.
- The quality of relationships with adults and other children are good.

Commentary

47. Children's achievements in this learning goal are good because this area of learning is given particular attention when the children start in the nursery. The children make good progress because of the well-planned and constructive learning activities. The teachers and teaching assistants work well together so that the children feel secure and valued. Children quickly learn to take turns and share because of the good organisation and range of the resources. For example, two children were able to work independently, help each other and share learning whilst using a computer because they understood that the 'timer' signalled that it was the end of their turn. All adults are good role models and set high expectations. The children take responsibility well for tidying specific areas of the classroom because they are provided with digital photographs, distributed by the nursery nurse, to support them in this task. As a result the children are rapidly developing the skills of co-operation, responsibility, respect for others and independence in making good choices.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Many opportunities are made for children to develop speaking and listening skills.
- The teaching of reading is good.

Commentary

49. The children's speaking and listening skills are below average when they start in the nursery. They are achieving well in this area because every opportunity is taken to develop the children's communication skills. The children are taught to listen to one another and this is practised in their independent activities. In one reception class lesson, the children knew that they were only allowed to speak when holding the 'golden box'. They listened carefully to each other's contributions describing loud noises. The children's responses included phrases such as "a lion roaring" "a crocodile snapping"; because the children listened so well their vocabulary was extended. The teaching of reading is well structured. Books are read to and with the children involving them in an active way. There is a buzz of joy when books are shared with the children. They are beginning to know that the writing on the front of the book is the title and recognise initial sounds and rhyming patterns. The nursery and reception class have books related to the themes of animals in stories and rhymes and children 'read' these books in the role play areas in independent activity choices, enhancing both their enjoyment and attainment.

MATHEMATICAL DEVELOPMENT

50. Provision in mathematical development is **good**

Main strengths and weaknesses

- Teaching is good, with a strong emphasis on learning through practical activities.

Commentary

51. Because teaching is good, children are achieving well and attaining at the expected level. Learning is linked to other areas, reinforcing learning in both. For example, the children in the nursery make "buns" in a creative activity and then use them to learn to count, add on and take away. This counting skill was extended into the outside learning area where children used Hickory Dickory's Clock to find and name the numbers on the clock face. In the reception class, children use the clock face to count on and add two numbers together. Mathematics teaching is planned well to match to the children's abilities. The analysis of their work and teacher assessments are thorough and accurate; for example, it correctly shows that the children in the reception year can already count accurately beyond 20, recognise common shapes such as square, circle and triangle, use the addition and subtraction symbols with number to 10, and understand mathematical language relating to weight and length. This is good progress from their low base on entry. The positive relationships between the children and adults ensure that the children's efforts are always valued and this has a good effect on their attitudes to learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

52. It is not possible to make an overall judgment of provision in this area of learning but the curriculum plans and lesson observations show that the children are provided with many opportunities to learn about their world. Teachers provide a range of well-planned activities linked to other areas of the curriculum. The role-play areas are changed regularly to maintain the children's

interest. This helps to develop their understanding whether it is a shop, travel agents or teddy bears' hospital. The large outside play area is set up daily with a range of activities to develop children's creative and physical skills and their imagination. Computers are used regularly. The children in the nursery use the computers confidently. They use the mouse to drag and click, use an art program to draw, colour and print animal pictures. The children in the reception classes are taught very well in the information and communication technology suite with the support of the technician. For example, they design and colour pictures to match the sentences from the "Hickory Dickory Dock" rhyme and make little books. The higher achieving children successfully enter simple text.

PHYSICAL DEVELOPMENT

53. Children were observed in the shared and outside areas working independently, so no judgements can be made about teaching, and therefore about overall provision. However, the learning was well-planned and good learning resources and equipment were readily available. Teachers and teaching assistants make regular and thorough assessments of the children's progress and these guide teaching plans. Children are developing their fine hand control to a good standard through the many planned opportunities to use crayons, pencils, paints, modelling materials, computer mouse and construction kits in independent learning activities. These activities also help children to develop their writing and drawing skills. Activities in the outside area are well planned and supervised and staff intervene well to help further learning. Children using bats and balls were guided into finding a larger space to play safely. Children move freely in the area using wheeled toys and following traffic signs. They have the control to use the space well to avoid other children because they have been taught to co-operate and share with each other. They are developing a good understanding of the use of space and awareness of each other.

CREATIVE DEVELOPMENT

54. Provision in creative development is **good**

Main strengths and weaknesses

- There is a good balance between teaching skills to pupils and encouraging them to explore and be creative.

Commentary

55. Staff plan a wide range of creative activities and the children benefit from both focused teaching and making independent choices. Good planning and teaching enable children to make better than the expected progress and most children are on line to achieve the early learning goals by the time they move into Year 1. They learn to draw, paint and make models using a wide range of materials. The shared area is organised with a range of materials and resources and children select independently. There is usually an adult to support the learning but at times some children drift away from the intended learning and need more direction to help them with making decisions. Children's ability to cooperate feeds into their learning and aids progress. For example, two children worked very co-operatively to make a rabbit, using junk materials, helping each other with cutting and sticking and discussing suitable materials. This shows a real sense of the development of thinking and problem solving skills in children so young. Children are learning about space, colour and texture through using crayons, paint and pencils in a creative way. They experiment enthusiastically with paint, testing the varying effects of different brushes and techniques. The quality of the displays in the classrooms and other areas of the school show the high value placed on their work and encourages children to further effort.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

56. Provision in English is **satisfactory**

Main strengths and weaknesses

- Standards in English at the end of Year 2, though below the national average, are better than in similar schools.
- Pupils now in Year 4 have achieved well in the past two years, but standards reached at the end of Year 4 are below average.
- The school is well placed to improve standards.
- Arrangements for assessing pupils achievement are unsatisfactory.

Commentary

57. At the last inspection, standards in English were judged to be average. Soon afterwards Year 2 test results slipped and they have been below average, overall, since then. However, when seen in a wider context, the results have a better complexion. In 2003, results were above the average of those in schools where a similar proportion of pupils is entitled to free school meals. Over the last five or six years, pupils' attainment on entry to the school has been declining, so that successive generations of pupils have further to go. The school has a comparatively high proportion of pupils with special educational needs for whom literacy is a significant concern and this also affects the test results.

58. Nevertheless, the standards of pupils at present in Year 2 are consistent with below-average results at the end of the year because of weaknesses in writing and in speaking and listening. Standards in reading are better, and at average levels for pupils of this age, although middle and lower ability pupils do not have a full range of strategies for tackling unfamiliar words. The achievement of pupils at present in Year 2 is satisfactory: improvements in standards at the end of the reception year came after their time. Standards of pupils at present in Year 4 are also below average, somewhat below those of the previous year, and with similar weaknesses. However, given that these pupils began Year 3 with standards well below average and taking account of the many changes of teacher they have experienced, their achievement has been good in Years 3 and 4, although satisfactory overall.

59. New arrangements for teaching English, the result of determined management action, place the school in a good position to make improvements, not least because the literacy team plans its work together and generally adapts it well to the needs of the different groups of pupils. The quality of the teaching they provide is satisfactory with some examples of good and very good practice. At its best, the teaching results in exemplary behaviour, well focused pupils who learn very well, building up their confidence and self-esteem as they do so. Pupils with special educational needs also develop in confidence, helped by the well-prepared teaching assistants. In one notable instance a pupil, having worked with his helper at a task parallel with the class, was so proud at being asked to explain what he had done to the rest of the class that he spoke at length, the teaching assistant gently helping him so that everybody could share his excitement.

60. Where pupils do not learn as quickly as they should it is because the teacher's strategies for keeping them engaged are not effective. At times tasks do not match closely enough what the pupils can already do. In this, teachers are handicapped by weaknesses in assessment. Although teachers have much informal information about pupils' progress, the processes for appraising the work of individuals and groups lack rigour and do not relate closely enough to National Curriculum levels. This makes for difficulties both in providing pupils with clear targets to aim for and in examining the achievement of different groups to ensure that suitable work is prepared for them. The coordinator's

plans to remedy this are both appropriate and wise and point to effective leadership and good management of the subject.

Language and literacy across the curriculum

61. The links between English and other subjects are satisfactory. Non-fiction writing features in design and technology and, notably, in science where the writing (for example in a project on teeth) is pithy and to the point. History work on Invaders and Settlers has also involved effective report writing. Pupils' English is reinforced in key-skills lessons where there is a suitable emphasis on discussion. However pupils' presentation of their work is not as good as it should be and the handwriting of many is untidy, often because they do not hold their pencils properly.

MATHEMATICS

62. Provision in mathematics is **satisfactory**

Main strengths and weaknesses

- Pupils' achievements are good; they enjoy mathematics lessons.
- Although teaching and learning are satisfactory overall, in a minority of lessons pupils lose concentration and enthusiasm.
- The management and leadership of the subject are good.
- The assessment and tracking of pupil progress is good.

Commentary

63. Standards at the time of the last inspection were average. Since 1999 the test scores of Year 2 pupils have slipped and have been below average; potentially higher attainers have underachieved. However, over that period the attainment in mathematics of entrants to the school has changed from average to below average; therefore the current average standards represent good achievement.

64. The achievement of pupils now in Years 3 and 4 is also good. When they were in Years 1 and 2, their standards dropped, and two years ago were below average; pupils now in Year 4 and teachers have done well to reach the current average standards.

65. Pupils in most lessons are positive about their learning and are encouraged to achieve their very best. All pupils enjoy the mental mathematics part of the lesson and respond with real motivation and joy. Teachers set mental mathematics problems that require the pupils to think about what mathematical skills they can use to answer the question and how to apply it in other situations. For example in a lesson on fractions questions were posed such as "How could a bottle of water or a pound coin be halved?" In the majority of good lessons, planning is accurate and takes account of what the pupils can already do. This ensures that work is well matched to pupils' abilities and they are given demanding challenges to extend learning further. In a Year 3 and 4 lesson for the less able group of pupils, the pupils quickly understood the factors of numbers in multiplication sentences because of the good teaching. Challenging them to write a corresponding division sentence extended their learning. Where learning is less than satisfactory it is because pupils are unclear as to the purpose of the learning and what they need to do to achieve the task set. In one instance, pupils were kept listening to their teacher for too long without being actively involved and so became distracted.

66. The recently appointed subject leader is influential in ensuring that the new structure for teaching mathematics is successful and is committed to improving standards. Teachers' half-termly plans are carefully monitored and linked to the National Numeracy Strategy. They take account of the differing abilities in the class groups to ensure good progress for all pupils. Good resources support the teaching of mathematics. An audit of staff training needs has resulted in teachers and teaching assistants attending courses to develop their skills to help the pupils attain higher standards in mathematics. The recent introduction of half-termly pupil assessment reviews is now tracking

individual pupil progress across the school. The progress made by different groups of pupils is thoroughly checked. Any underachievement is identified and teaching and learning plans are adjusted and pupil may change to another mathematics groups. Good liaison with the coordinator of special educational needs means that the progress of pupils on the special needs register is monitored carefully to ensure that the pupils are making the expected progress. It is too soon to assess reliably the impact on standards of the new teaching structure for mathematics, but pupils and teachers work hard and enjoyably, which augurs well.

Mathematics across the curriculum

66. There are satisfactory opportunities for pupils to use and apply their mathematics, and to support their learning in other subjects. Data handling is further developed through using ICT to produce bar graphs and pie charts collected from class information. Accurate measuring skills are applied in design technology to produce five minute sand timers and to make toy beds and chairs to fit the size of the three bears.

SCIENCE

67. Provision in science is **satisfactory**

Main strengths and weaknesses

- Practical and investigative work, at its best, helps pupils to develop a scientific way of thinking, although in some practical work pupils are noisy and behaviour suffers.
- Events such as science fairs enrich the curriculum and encourage pupils' interest.
- There is too little systematic checking on how well pupils are learning and teachers are teaching.

Commentary

68. At the last inspection standards were at average levels. Pupils and staff have done well to maintain these standards in Year 4, although Year 2 standards are below average. The good achievement of Year 3 and 4 pupils, seen in the past two years, is largely due to a good programme of investigative work; this builds on the interest engendered at regular events such as competitions in which pupils, for example, design and make balloon powered buggies, transport an egg without breaking it and invite scientists into school to demonstrate scientific facts in entertaining ways. In a recent 'science and technology week', each class based its work on a children's story. Both science and technology were covered, with each subject supporting work in the other: one class designed and made umbrellas, selecting from a range of materials and exploring structures and forces through making opening mechanisms; another, working from the story 'Five Minutes Peace', designed, made, tested and calibrated timing mechanisms; a class of younger pupils started from the story of 'Goldilocks and the Three Bears' and used and tested load-bearing structures to design Goldilocks a chair she could sit on without breaking it. Collaboration with the local High School, which has specialist school status for science has recently entailed high school specialists working with Bungay staff and pupils, and pupils attending a Science Fair and workshops at the high school.

69. Most lessons are planned well and appropriate learning resources are ready for use. In the best lessons, teachers' explanations are clearly and accurately expressed, and a sense of the excitement of science is well-communicated so that pupils work hard and progress well; when a natural excitement begins to cause a deterioration in concentration levels, a well-practised set of strategies quickly bring pupils back to work. Recording by pupils is often interestingly creative, thus helping later recall. For example, work on describing the characteristics of different materials takes the form of concrete poetry. However, there are difficulties as well as successes in the practical approach. In the least effective lessons, the atmosphere is invariably warm and friendly, but pupils are allowed to be too noisy and behave immaturity; for example, two boys who were capable of cooperative work pretended to be horrified at the prospect of working with two girls and this slowed

the progress of all four pupils; noise levels impact on pupils' concentration levels and recording of work is less tidy than it should be and spelling is careless.

70. Whilst the curriculum is planned to be interesting, there is too little assessment of how well pupils are learning and teachers are teaching, thus:

- the curriculum is not often modified in order to take account of how well previous work went;
- the school's views of how well each pupil is doing are sketchy, as too little individual assessment is undertaken and
- there are no reliable methods of ensuring that teachers learn from each other in matters such as controlling over-excitement and maintaining concentration levels, which can be strong in one lesson and weak in another one where similar work is taking place.

71. The leadership of science has strengths and on occasions is responsible for highly creative initiatives. However, the management of the subject is not fully developed and science does not have a high enough profile in the school to do much better than at present.

INFORMATION AND COMMUNICATION TECHNOLOGY

72. Provision in information and communication technology (ICT) is **good**

Main strengths and weaknesses

- The high quality and good range of resources greatly contributes to the attainment of the pupils; pupils achieve well because of the regular lessons in the ICT suite.
- Teaching and learning are good; the pupils and teachers benefit considerably from the expertise of the ICT technician.
- The assessment and tracking of pupils' progress are not yet effective.

Commentary

73. The school has made good progress since the last inspection when all aspects of provision were unsatisfactory. The provision is now good and pupils are attaining above the nationally expected level. Attainment is strongest in the communication of information where good work combining text, graphics, photographs and art takes place. Work in word processing and graphic skills across the school. In Years 1 and 2, pupils publish books retelling the Christmas story, spring pictures are designed and texts of simple sentences are imported to annotate the pictures. In Years 3 and 4, attractive question and answer booklets about India are designed and published, using digital photographs, borders and different fonts to great effect. Book covers are designed and printed including the author's "blurb", cost and ISBN number to reflect a real purpose and use of information. This is all achieved because of the school's commitment to providing the pupils with the very best resources available; effective use is made of a good number of computers, a computer controlled 'interactive white board' and a good and growing range of software. Least work is undertaken in control technology, in which standards, as a consequence, lag behind other areas of ICT. The school thoughtfully plans the timetable so that all pupils have at least a weekly lesson using the computer suite. This is carefully linked to other work, including literacy, numeracy and 'Key Skills' lessons, thus giving pupils planned opportunities to use and apply ICT skills in other subjects.

74. The quality of teaching and learning is good. The additional skills of the ICT technician are used very effectively. Teachers' lesson plans are shared in advance with the technician and as a result the resources for the lessons are very well prepared, maximising learning time. Teachers share the learning intention and the planned outcome with the pupils. This ensures that pupils know what is expected of them and gives learning real purpose. Pupils are asked well-pitched questions to ensure that they understand tasks before they begin. Pupils at all levels of attainment, including those with special educational needs, are fully involved in learning; higher attainers reach well-above average standards. The teacher and technician work well in partnership in the lessons and this

ensures that the momentum of learning is maintained. Achievement is supported because there are sufficient computers for the numbers of pupils and they are able to save or print their work at the end of the lesson. Pupils enjoy the ICT lessons, work hard and sustain effort and concentration throughout the lessons. They work very co-operatively in pairs and support each other in the completion of the tasks. Teachers teach with confidence and show good subject knowledge; this is an improvement since the last inspection. The ICT technician has produced a range of high quality displays, using ICT, both in the suite and around the school. This also is helping the pupils to achieve high standards in their own work.

75. Assessment is an area rightly identified by the school for further development. An assessment sheet for each year group has been designed to record individual pupils' achievements in skills and knowledge and their level of attainment. However, this is not fully in use, and so assessment does not yet guide teaching plans.

76. The coordination of the subject has been good in order to make these considerable improvements. All senior managers and governors have played their parts in this.

Information and communication technology across the curriculum

77. Teachers are using ICT effectively to support pupils' work in literacy, mathematics, science, art and music. Pupils use ICT to write accounts of educational visits, use data to produce graphs and pie charts, produce information sheets about caring for teeth and programs such as Dazzle to create pictures. Pupils use software to compose Christmas melodies. The qualities of displays in the ICT suite and around the school are very effective illustrations of the pupils' achievements in ICT and encourage them to carry on working hard.

HUMANITIES

RELIGIOUS EDUCATION

78. Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching takes place in a friendly atmosphere that matches well the content of lessons and helps pupils to achieve satisfactorily and reach average standards in Year 4 though below average standards in Year 2.
- Teaching approaches and materials do not always match the needs and interests of pupils.
- Leadership and management are not strong enough to ensure improvement.

Commentary

79. The friendly atmosphere in lessons encourages pupils to think about the meaning of religions and how they guide the lives of many people. For example, in a lesson on the parable of the prodigal son, many pupils, of all levels of attainment, understood the idea of hidden meanings in the story and made sensible attempts to uncover them. To a certain extent, but not entirely, this overcame the language difficulties posed by using the version of the story from the King James Bible, with its difficult vocabulary. Higher attaining pupils understand that religion is one of many sources which people 'get their beliefs from', and are able to list a wide range with 'science' and 'the Bible' each having a place, and with tentative views being expressed about what we do when different sources appear to contradict each other.

80. There is some confusion regarding curriculum planning. No whole-school decision has been taken to make changes to the scheme of work based on the local Agreed Syllabus, but some teachers find an alternative scheme to be attractive and have begun to use it. Both schemes have

strengths, statutory requirements are met and the two are not incompatible. However, there is a danger that in the future topics may be planned that have already been covered by some pupils. None-the-less, teachers' interest in the subject and their personal knowledge of pupils ensure that teaching is satisfactory. Management of the subject has had a low profile in recent years and coordination has suffered. The monitoring of provision is unsystematic; there is limited involvement of the community, including churches, in work and the coordinator's intention to take external advice is timely and needs to be acted on if improvements are to be made. Leadership and management are unsatisfactory.

HISTORY AND GEOGRAPHY

81. Not enough history or geography was seen to judge the quality of provision. One lesson in each was observed. Inspectors also looked at pupils' books, and discussed work with pupils and their teachers.

82. Pupils in Years 1 and 2 are perceptive when comparing their lives with that of a schoolgirl in Kenya, on the basis of watching a video. In a discussion lesson, which gave pupils good opportunities to practise speaking and listening, they showed they had observed well and, helped by relevant promptings from the teachers, identified similarities and differences, some showing a good degree of insight.

83. In Years 3 and 4 pupils are aware of the rich historical heritage of their own area, talking enthusiastically about their researches into the construction of different types of castle and some of the early residents of Bungay Castle. Finding out information gives opportunities to develop skills in using reference books and other sources of evidence. Work on the Vikings ran parallel with a unit in English on non-fiction writing and the link made good contributions to learning in both subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. No overall judgements can be made in this area. No substantial parts of lessons were observed in art and design, design and technology, music or physical education (PE). Inspectors looked at the school's policies and plans and samples of pupils' work, including that on display; parts of lessons in PE were observed and pupils were heard singing in assemblies. Much of the planning of these subjects is linked with work in literacy and numeracy giving the pupils good, further opportunities to practise and apply skills and knowledge in a cross curricular way.

ART AND DESIGN

85. No overall judgements can be made on standards, teaching or learning in art and design. The standards of art and design work displayed around the school are good, but without further evidence cannot be regarded as a fully representative sample. Pupils use a variety of media, including paint, crayons, pencil, junk and fabrics. They use techniques such as drawing, printing and collage. Pupils in Years 1 and 2 experiment with colour mixing and paint pictures in the style of Cezanne. This skill is further developed in the blending of three primary colours to create a colourful background for silhouettes of body shapes from an African dance story. In Years 3 and 4, the curriculum enables pupils' skills to develop further. They experiment with pattern, shape, symmetry and modelling materials. The pupils use various materials to create a large jungle collage requiring them to fold and cut paper in a three dimensional way. Design and sewing skills are used when the pupils make a quilt for the bed, and chair covers of different sizes, as part of a display on the story of Goldilocks. In all of these, the highest and middle attainers produce work of a good standard, with sensitive use of colour, texture and shape. The subject makes good contributions to pupils' spiritual development. For example, large pictures produced using paint running from detergent bottles swinging above paper provoked powerful and imaginative responses from pupils, some of whom were in awe of the startling effective results.

DESIGN AND TECHNOLOGY

86. In design and technology, pupils throughout the school are taught a good range of planning and designing skills. For example, in Years 3 and 4, pupils design and make umbrellas. Good planning enables the pupils' learning to be based on first hand experiences. They investigate the opening and closing mechanism of real umbrellas before being given the challenge of designing and making their own. Structures, materials and designs are evaluated to make sure, for instance, that the materials are waterproof. Pupils explain the processes they work through, and how to resolve any problems, in the form of a daily diary, enabling them to apply the skill of instructional writing to a real situation. The limited evidence seen strongly suggests that progress continues in Years 3 and 4. For example, pupils have the challenge of designing and making a five-minute timer based on the book "Five Minutes Peace". A framework to sequence their plans and processes support and extend their learning. As a result the pupils brainstorm ideas, plan and design, make, improve and evaluate their timer. The completed timers show that the pupils are able to select materials and tools and join accurately. The additional task of presenting their work to the rest of the class develops confidence in speaking to an audience.

MUSIC

87. Very little evidence was collected in music. The curriculum policies and teachers' planning show that the curriculum meets statutory requirements; a number of extra-curricular activities enrich learning; these include recorder and guitar groups and the contribution of local musicians to school events. Pupils enjoy listening to music and, with prompts from adults, listen carefully to well-chosen music in assemblies and make sensible and sometimes perceptive comments. Singing is generally tuneful and rhythmically accurate. However, most music teaching takes place in the hall, which has poor acoustics; this prevents music being heard at its best and does not therefore encourage enthusiasm.

PHYSICAL EDUCATION (PE)

88. Very little physical education was observed. However, at play, pupils were seen to have the expected skills of running, jumping, skipping, throwing, catching and kicking. The sound curriculum supports the development of these skills and it is clear from teachers' lesson planning that proper use is made of the good range of PE equipment in the hall. In the part of one lesson observed, the difficulties posed by the hall's awkward shape and poor acoustics were not overcome, and these clearly impact on provision in most lessons. The school is rightly proud of its provision for swimming and of pupils' responses to tuition; the great majority of pupils swim 25 metres before they leave Bungay Primary, and this is the standard expected of eleven-year-olds.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. Insufficient work was seen to provide an overall judgement on pupils' personal, social and health education and citizenship education. From the lessons seen, and from conversations with pupils and teachers, it is clear that provision is established informally and that pupils are effectively supported as they develop in maturity. The 'key skills' sessions, provided regularly in all classes, provide good opportunities for raising relevant issues, while a new personal, social and health education scheme of work is being implemented. Accordingly, as parents report with approval, pupils feel secure and happy at school and make good progress.

90. The personal, social and health education lessons seen were well taught and helped pupils explore matters which affect them, such as the advantages of recycling rubbish or the merits of collaborating in order to work effectively as a group. There are too few opportunities for pupils to take wider responsibility or to contribute to the running of the school, and so develop skills of independence and a sense of real involvement in the life of the school. However, such work begins well in the nursery and reception classes, with young children demonstrating a maturity beyond their

years as they, for example, deliver messages or documents to the school office, or take responsibility for tidying their work areas.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
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	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
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	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	4
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	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).