

# INSPECTION REPORT

**ORFORD CHURCH OF ENGLAND (VOLUNTARY  
AIDED) PRIMARY SCHOOL**

Orford, Woodbridge

LEA area: Suffolk

Unique reference number: 124777

Headteacher: Mr K Marrable

Lead inspector: Mr C D Loizou

Dates of inspection: 28 February – 2 March 2005

Inspection number: 267435

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 4 to 11  
Gender of pupils: Mixed  
Number on roll: 89

School address: Orford  
Woodbridge  
Suffolk

Postcode: IP12 2LU

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Appropriate authority: Governing body  
Name of chair of Mr J Bodkin  
governors:

Date of previous 17 March 2003  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

Orford Church of England (Voluntary Aided) Primary School is a small infant and junior school. It is situated in the village of Orford, near Woodbridge in Suffolk. There are 89 boys and girls on roll, which is below average in size. The school admits up to 15 four-year-old children into its Reception year each September and there are currently nine Reception aged children. The children's attainment on entry to the school is above average overall, especially in language and communication skills and mathematical development. The Reception children are taught together with Year 1 pupils in the same class. In addition, there is one mixed-age class for Year 2 and Year 3 pupils and three single aged classes for Years 4, 5 and 6. Most of the pupils live near to the school but a significant number travel considerable distances because the area the school serves is rural and includes other villages. All the pupils are of white British heritage. Eight per cent of pupils are eligible for free school meals, which is below average. The proportion of pupils with special educational needs is average (8 per cent) and three of the pupils have a Statement of Special Educational Need.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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1166	Rosemary Hussain	Lay inspector	
32475	Nick Butt	Team inspector	Special educational needs English Art and design Design and technology Geography History Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Because of good leadership and management, the school provides a **good standard of education**. The teaching is good. The attainment of pupils on entry to the school is above average but varies from year to year. They make good progress and achieve well; by the end of Year 6, standards in English, mathematics and science are well above average. Overall, the school gives good value for money.

The school's main strengths and weaknesses are:

- the headteacher provides very good leadership and is well supported by the staff and governors;
- the school has a positive ethos and pupils of all ability, including those with special educational needs, achieve well;
- standards are rising in English, but writing standards by the end of Year 2 could still be higher;
- the teaching is good and provides work that interests, stimulates and challenges the pupils; the teaching is particularly strong and effective in Year 6;
- assessments and learning targets could be better matched to National Curriculum levels;
- the school provides a good curriculum so the pupils receive a good range of experiences in and out of lessons including art and design, music and extra-curricular activities.

The school has made very good progress since it was last inspected in 2003. Standards are rising well and the results of the national assessments at the end of Years 2 and 6 have been improving. The teaching, curriculum, leadership and management have also improved. Very good progress has been made in addressing the key issues, especially the leadership and management of the school and standards in mathematics.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	C	A	A
Mathematics	A	B	A	A
Science	B	C	B	A

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

Inspection evidence confirms that the pupils, including those with special educational needs and those capable of attaining the higher levels, **achieve well**. The children enter the Reception year with above average skill levels, particularly in language and communication but this varies from year to year. They achieve well and most will achieve or exceed the goals expected of them by the end of the Reception year in all areas of learning. The school's results in the 2004 National Curriculum tests for pupils in Year 2 were average in reading and mathematics but below average in writing. However, very few pupils took the tests last year so conclusions about overall standards need to be treated with caution. The inspection confirms that currently, by the end of Year 2, standards in reading are above

average but writing standards could be higher as they are only average. In mathematics and science, they are well above average. The 2004 results for pupils in Year 6 improved well compared with those in previous years. The improvement in English and mathematics is reflected in the rising proportion of pupils attaining expected and higher levels in the tests. The results compare very well with results in similar schools. Inspectors found that standards in the current Year 6 are well above average in English, mathematics and science. Standards in information and communication technology, like other subjects, are above what is expected of pupils at the end of Years 2 and 6. Standards in art and design are well above average throughout the school.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is good**. They have positive attitudes to school and their behaviour is good. Attendance is rates are very good and punctuality is good.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education. The teaching is good** and contributes well to the good start made by the children in the Reception year and the pupils' good learning and achievement in Years 1 to 6. The teachers, well supported by teaching assistants, are particularly successful in planning challenging work that meets the needs of pupils with different levels of ability. Assessment procedures are satisfactory. Learning targets do not always help the pupils to understand the next stages of their learning. Good use is made of resources, particularly those for art and design, music and information and communication technology. Accommodation and resources are satisfactory, although there have been good improvements to the school's library.

The school provides a good curriculum, enhanced by a good range of enrichment activities. The care and welfare of the pupils are very good and they are offered good support and guidance. The school benefits from very good links with parents and good links with the community and other schools.

## **LEADERSHIP AND MANAGEMENT**

The **leadership and management of the school are good** overall. The headteacher provides very good leadership and this is having a direct impact on the pupils' achievement, and the rising standards. The strong focus on developing and improving the quality of education is having an impact on the curriculum. As a result, the school has a good climate for learning in which all pupils, including those with special educational needs and more able pupils, are able to make good progress. The governors and senior staff play a significant part in the school's development. The governors have been successful in ensuring that the school moves forward.

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

The large majority of parents and pupils are very pleased with the school. In particular, parents are pleased that their children like school. They feel that the school is well led and managed and the teachers expect their children to work hard. The pupils confirm that they enjoy school and feel that they are treated fairly, learn new things and that they are valued.

## **IMPROVEMENTS NEEDED**

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

- raise standards in writing in Years 1 and 2 and ensure that more pupils achieve levels that are above those expected for their age;
- improve and refine assessment procedures further so that pupils' learning targets refer more directly to National Curriculum levels.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

The evidence of the inspection confirms that the pupils' achievement is good. Standards in English are above average by the end of Year 2 and well above average by Year 6. Mathematics and science standards are well above average by the end of Years 2 and 6. Standards are rising well but could be higher in writing by Year 2.

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

- Pupils of all ages and ability achieve well because they are well taught.
- The children in the Reception year make good progress because there is a good balance of work provided for them in all areas of learning.
- The performance of Year 2 pupils in national writing tests shows a steady decline.

#### **Commentary**

1. Cohorts are small and there are considerable differences between year groups with the result that standards may vary from year to year. Reading, mathematics and science standards have risen in national tests for Year 2 pupils but the writing results show a steady decline. The small cohorts make it difficult to draw too many conclusions from this.
2. Children in the Reception year (Foundation Stage) are achieving nationally agreed targets and standards are above average by the time they start Year 1. They are acquiring a good range of basic reading and mathematics skills. The children like school very much and have settled very well into the school routine. They concentrate very well and they are well behaved. Standards have improved since the last inspection in all areas of learning but independent writing does not always feature prominently in English lessons and this is an area for further development.
3. Year 2 national test results for reading and mathematics for 2004 showed that pupils' results were average compared to national levels but writing results were below average. Predictions for the 2005 tests indicate that the numbers of pupils reaching the higher levels will increase and that most pupils will achieve or exceed the expected national levels. Inspection evidence indicates that above average standards are being reached in reading but writing standards are average. Mathematics and science standards are well above average and this is an improvement on the previous year. Pupils of all abilities, including the most able and those with special educational needs, are doing well but could do better in writing. This is best demonstrated when comparing the reading results in last year's tests with those in writing. Half of the pupils achieved the higher level (Level 3) in reading but none did so in writing.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
Reading	16.3 (15.8)	15.8 (15.7)
Writing	13.5 (15.0)	14.6 (14.6)

Mathematics	16.8 (16.8)	16.2 (16.3)
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*There were 8 pupils in the year group. Figures in brackets are for the previous year*

4. In the 2004 tests, Year 6 pupils achieved standards well above national levels in English and mathematics and above average standards in science. Compared to the previous year, the results improved very well in all three subjects. Able pupils continue to do well with a third of the pupils achieving the higher levels in English and mathematics and nearly half doing so in science. Predicted results for 2005 indicate a set of similarly very good results. Inspection evidence indicates that well above average standards are being reached in English, mathematics and science. Pupils with special educational needs make good progress because they have clear targets and they are given good support by their teachers and teaching assistants.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	28.6 (26.6)	26.9 (26.8)
Mathematics	28.6 (28.3)	27.0 (26.8)
Science	29.6 (28.7)	28.6 (28.6)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

5. Inspection evidence confirms that standards are rising across the school and in Years 3 to 6 the national test results show improvement at a rate faster than the national trend. Consequently, the pupils are achieving well but could do better in writing in Years 1 and 2. The school places a high priority on the pupils' literacy and numeracy and a very close check is kept on how they are progressing. Well planned English and mathematics lessons help the pupils to make good progress in acquiring the basic skills. A wide range of strategies is used to develop the pupils' literacy skills as they move through the school. Grammar and spelling are taught well and this is evident in their day-to-day writing. Drama and role-play are strong features of English lessons and these techniques are used systematically across the school to develop speaking and listening skills effectively. The mathematics programme is well organised and taught and this enables the pupils to reach and exceed the expected levels. Standards in science are well above average because the pupils are given challenging investigations and experiments. They develop the skills of scientific enquiry consistently as they get older.
6. Among other subjects, standards have risen in information and communication technology and are now above average at the end of Years 2 and 6, due largely to improvements to resources, teaching and organisation. Standards are well above average in art and design and, although there is limited evidence, from discussions with pupils and evidence of previous work displayed or kept in portfolios, standards appear to be above average in other subjects.
7. The achievement of pupils with special educational needs is good because provision is effective and well managed. Lessons are planned to set work that meets their abilities and much of the support takes place in classes. Pupils with specific funding are well supported by well-trained assistants. These pupils are attaining standards that are generally below national averages but consistent with their abilities.

**Pupils' attitudes, values and other personal qualities**

Pupils have good attitudes and behave well. Their personal and moral, social and cultural development is good. The rate of attendance is very high compared with schools nationally and punctuality is good.

## **Main strengths and weaknesses**

- Pupils' good attitudes and behaviour have a positive effect on their learning.
- The school has successfully adopted several initiatives to promote personal development, raise expectations of behaviour and foster very positive relationships.
- The increased emphasis on the importance of cultural and multi-cultural learning has led to significant improvement in this area.
- Pupils' very good rates of attendance reflect their eagerness to come to school.

## **Commentary**

8. Pupils are happy and want to come to school because they feel valued as important members of the school community. Pupils' attitudes have improved since the last inspection because they believe that learning is fun, they take pride in their work and want to do well. The dynamism and zeal of the new headteacher is infectious and pupils have changed from compliance to active engagement in their learning because the work provided is practical, interesting and challenging.
9. Parents, pupils and staff all agree that pupils' behaviour has improved since the last inspection. Most pupils behave well and many very well because the school has placed a high priority on promoting good behaviour supported by well thought out rewards and sanctions. Pupils value the system of team points and are keen to acquire them. They are polite and are very good listeners, waiting their turn to talk however eager they are to participate in conversations. Pupils' behaviour at lunchtime has improved significantly because of the introduction of new procedures for managing behaviour in the playground. Pupils are encouraged through the school council to discuss and put forward suggestions for lunchtime activities empowering them to determine changes for the better. Parents and pupils are confident that the school is successful in discouraging bullying, harassment, and racism, and deals with this effectively because of the adoption of a new, consistent anti-bullying policy. There were no exclusions during the past year. The behaviour of children with special educational needs is good. Support staff work effectively with them in groups inside and outside the classroom, so that they are fully involved. Their attitudes to learning are positive. Pupils with specific funding behave well and have positive attitudes because they are well managed and supported by their designated support assistants.
10. Pupils' personal development is good because they have increasingly more opportunities to take on responsibilities and pupils carry these out with growing maturity. Provision for pupils' social, moral, spiritual and cultural development is now good across all areas because of an increased emphasis on cultural and multicultural development and the further development of the personal, social and health education curriculum. The school's commitment to the fine arts is very good and opportunities to meet and interact with people of different nationalities have increased significantly. One fine example was the visit by a group of Masai warrior dancers, which inspired the pupils to produce very effective and beautifully sculptured images of the Masai tribe for a stunning display in school.
11. Relationships between pupils are very good because of initiatives such as the new buddy system, which gives pupils a sense of belonging and personal commitment to this small community. They are encouraged through this system to use their initiative to show concern and kindness to others. This was evident during the inspection when two pupils were awarded buddy badges for selflessly, and without prompting, looking

after a younger pupil who was ill. The good quality assemblies, circle time and charity fund-raising heighten pupils' awareness of others needs. Pupils' relationships with teachers and other adults have also improved through a more relaxed and friendly approach that still maintains high expectations of respect.

- Attendance is very high compared with other schools because pupils are eager to come to school. Effective monitoring and the school's commitment to the importance of very good attendance promote attendance very well. For example when many schools in Suffolk closed during the recent snow, Orford School stayed open regardless. The headteacher then gave reasons in the newsletter why he felt it important to stay open and canvassed parents' views about this. Most pupils are punctual to school despite the fact that some have to travel fair distances from surrounding villages.

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

Authorised absence		Unauthorised absence	
School data	2.9	School data	0.4
National data	5.1	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education. Teaching and learning are good and the curriculum is good. There are very good arrangements for securing the care, welfare, health and safety of the pupils. Links with parents are very good and those with the local community and other schools are good.

**Teaching and learning**

The quality of teaching and learning is good and there are satisfactory procedures for assessing the pupils' attainment.

**Main strengths and weaknesses**

- Teachers set high expectations and tasks are well matched to the abilities of the pupils.
- There is good teamwork that results in a consistent and systematic approach across the school.
- The pupils work hard because the lessons are made practical and interesting.
- Although there are careful and regular assessments to track the progress of the pupils the learning, targets set for pupils are not helping them to understand the stages of their learning.

**Commentary**

- The headteacher has established an effective team approach across the school which has led to greater consistency in the teaching compared with that found at the time of the last inspection. There has been very good progress in this aspect of the school's work. Reception children are taught alongside those in Year 1 and the teacher and two teaching assistants work effectively as a team to ensure that tasks are well

matched to the needs of each year group. They also work closely with the teacher in the Year 2 and Year 3 class so the transition from the Reception year through to Year 2 is very smooth. This team approach is now well established across the school and results in a high degree of consistency in teaching styles. The teaching is well organised and managed by the headteacher and deputy headteacher with systematic monitoring to ensure that strengths and points for development are evaluated to ensure that the pupils do as well as they are able.

**Summary of teaching observed during the inspection in 28 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	17	4	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.*

14. Teachers plan lessons that provide tasks that are well matched to the needs and abilities of the pupils, especially in English, mathematics and science. The teaching in the Foundation Stage (Reception) is having a positive impact on children’s learning. The members of staff have a good understanding of how young children learn and they have high expectations. They teach basic communication skills extremely well and are very successful at improving the children’s personal and social development. Teachers and teaching assistants are clear about what they want the children to learn. For example, from the very start, the children soon learn to settle into school each morning. Activities are prepared for the children that reinforce their communication and language skills, as when sharing familiar stories about the sea or when told a thought provoking story about a famous heroine who saved sailors after being shipwrecked. There are also good links to numeracy as some groups count out places when sorting and matching coloured toys or arranging characters in the small world area. Teachers and support staff sit with a group of children when they draw pictures and write about stories and are constantly asking questions, assessing the children’s progress or teaching new skills.
  
15. Teaching in Years 1 to 6 is good overall with some very good features, for example, when investigating and planning experiments to test the conductivity of different materials in science in Year 6 or when Year 4, 5 and 6 pupils produced concept maps using computers. A significant amount of good teaching was observed in every class and the very good teaching seen had a brisk pace with constant challenges posed for pupils of all abilities. This is what distinguished the good from the very good teaching because the pace and challenge of very good teaching interested and excited the pupils who in turn responded by trying hard and being eager to complete tasks. Literacy and numeracy skills are taught effectively and the pupils read a range of texts with increasing accuracy and fluency. It is clear from pupils’ books in all subjects that extended forms of writing are given high priority and this is a stronger feature in Years 3 to 6 where standards are well above average. However, writing standards could be higher in Years 1 and 2 where the focus on reading, spelling and grammar is given more prominence than developing the pupils’ independent writing skills.
  
16. Assessment is used well to inform teachers’ planning but the targets set for pupils do not always inform them how best to improve or reach the next stages of their learning. The consistency in teachers’ marking reflects high expectations and learning targets are usually individual to the pupils but are not always linked to National Curriculum levels or the stages that lead to these levels. In most subjects, assessments are

regularly made of the pupils' progress and teachers monitor and track the progress of individual pupils accurately with plans to extend these systems to subjects such as geography and history. Consequently, all subject co-ordinators have a good grasp of standards in their subjects and are now striving to refine the way pupils' learning targets are set. Learning is made fun for all the pupils by teachers and support staff who show enthusiasm for teaching and enjoy helping the pupils to improve their learning and performance.

17. Pupils with special educational needs receive good teaching. Class teachers write the individual education plans and know exactly what is required to enable pupils to succeed. A range of effective methods is employed to involve and engage pupils with specific funding. Progress is well monitored by the special educational needs co-ordinator, who has devised a good tracking system. Classroom assistants provide good support in lessons within a caring and fully inclusive atmosphere.

### **The curriculum**

Curriculum provision is good throughout the school. It is enriched by a good level and range of additional activities. The accommodation and resources are adequate.

### **Main strengths and weaknesses**

- Participation in the creative and performing arts is very effective.
- The use of specialist teachers and professional trainers is beneficial.
- Interactive displays help to bring the curriculum to life.
- Planning in some subjects does not take account of pupils' ages or abilities sufficiently well.

### **Commentary**

18. All schemes of work are in place and statutory requirements are met. After a period of review there is now appropriate provision for sex education and the awareness of the use and misuse of drugs. Provision for personal, social and health education is good. The curriculum is imaginatively planned to ensure that the available time for learning is used efficiently. Classes are kept small in the morning to focus on the core subjects of English and mathematics, with larger mixed age classes in the afternoons for other subjects. This system generally works well. Occasionally the same work is given to all regardless of the differences in the ages and abilities of the pupils.
19. Opportunities for enrichment in the creative and performing arts are particularly strong. An arts week included dance, music and drama, pottery, painting and sculpture, with visits from professional artists. The highlight was a demonstration and workshop by Masai warriors, which led to some exciting work in sculpture. At present an arts project is being run in conjunction with an inner city school in London, which has the additional benefit of widening pupils' experience of living and working in a multi-cultural society. This is linked to a geography project on a contrasting locality. The work now being done in these areas successfully addresses a weakness found at the time of the last inspection related to multi-cultural education.
20. The school also involves pupils in music and sport in a variety of ways, and employs a specialist music teacher and professional sports trainers to support the curriculum. The school has a choir made up of adults and pupils, and takes part in events with

other schools. There are regular musical productions and pupils learn the recorder, piano and other instruments. In sport there are competitions in football, netball and cross-country. Each class has a half-termly visit to a place of interest linked to a topic. There is also a residential visit each year for the older pupils, which helps to develop their social skills. Last year they stayed in Margate and explored the Kent coastline. This also included visits to The Royal Naval Dockyard Chatham, Canterbury Cathedral, Dover Castle, Walmer Castle and Monkton Nature Reserve.

21. The school sets out what it considers to be an effective learning environment in a valuable policy document, which mentions *stimulating, interactive displays of current work*. This is very much a feature of the accommodation and reflects the school's focus on developing pupils' thinking skills to broaden and enhance the curriculum. Often challenging and provocative questions on displays invite a dialogue, with responses in the form of post-its attached by the pupils. For example, a display about healthy eating had the observation: *'compare or contrast our diet to that of a third world country'*. Lunchtime clubs cater for many interests including board and strategy games. The school excels in the mathematical problem-solving competition held by the local high school.
22. The curriculum for pupils with special educational needs is good throughout the school. Pupils are given full access to the curriculum and not excluded from any activities. Those pupils with statements who require particular support are enabled to join in with most lessons because of the skill and sensitivity of the adults who work with them.

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

The school offers its pupils very good care and good support and guidance in a safe and supportive environment. Support for pupils' personal development is very good and support for academic development is satisfactory. The school seeks pupils' views well and values their suggestions.

## **Main strengths and weaknesses**

- Pastoral care and welfare procedures support pupils very well.
- Pupils' personal development is supported very well but support for academic development is less well developed because target setting is not consistent or clear to the pupils.
- Pupils know their views are valued.

## **Commentary**

23. The headteacher's vision and passion for the school has created a very caring and supportive ethos. Pastoral care and support for pupils' personal development is a strength because of the school's clear guidelines set out in policies which have been improved since the last inspection. These ensure consistency across the school concerning matters such as child protection, first aid procedures and health and safety. Teachers know pupils very well in this small community and some members of the support staff have been involved with the school since being pupils themselves. All the members of staff work together as a team encouraging pupils to develop confidence and high self-esteem. Parents are very pleased with the school because they feel their children are safe and well cared for. Pupils quickly settle into school when they join because they are admitted in small numbers and therefore can be given a lot of personal attention.
24. Academic achievement is supported satisfactorily because the assessment systems currently in place have been improved since the last inspection. However, learning targets are not always linked to National Curriculum levels so that the stages of learning are not always clear to the pupils.
25. Pupils know their views are supported and respected because they have an effective school council whose suggestions are taken very seriously and acted upon. Pupils are encouraged to use their own initiative to instigate changes and have shown they are up to the task by organising their own charity fund-raising schemes. Pupils know their views are highly valued because they are also encouraged to share their views about their learning through the interactive displays. Each pupil has their own post-it notes that they use to make signed comments on the displays and they readily do so. It is evident that they enjoy and appreciate these opportunities because during the inspection a new science display was put up and within a day many notes appeared with predictive comments and views about the value of the experiment. Pupils' views are also canvassed through carefully analysed pupil questionnaires.
26. Support for pupils with special educational needs is good. Pupils are identified early and individual education plans have clear targets with appropriate actions and success criteria. Those pupils with specific funding are well cared for by their named helpers. All members of staff at the school have attended courses on autism and dyslexia and are aware of specific needs of individual pupils so that the appropriate care can be provided.

## **Partnership with parents, other schools and the community**

Partnership with parents is very good. Good quality information and regular contact between home and school support these links. Parental involvement in pupils' learning and

support for the school are good. There are good links with other schools and the local community.

### **Main strengths and weaknesses**

- Parents are treated as equal partners and their views are actively sought and acted upon.
- Good quality information and regular opportunities for parents to discuss their children's progress keep parents well informed.
- Parents support the school and its events well.
- The school has strong support through the local community and good links with other schools.

### **Commentary**

27. There has been significant improvement in the school partnership with parents since the last inspection and it is now very good. This is because the headteacher and staff have a very open relationship with parents with a good deal of frank discussion on decisions made by the school. For example, parents were consulted on the introduction of a five-class grouping system. The headteacher listened carefully to their views and initiated, at their suggestion, smaller classes in the mornings and vertically grouped classes for the afternoons, acquiring extra funding from the diocese to enable this to happen. The school has conducted a comprehensive parental questionnaire seeking their views on a number of issues and analysis of that and the inspection questionnaire show that parents are very positive about all aspects of the school. These views were confirmed at the pre-inspection parents' meeting. Good communication is the key to this high level of satisfaction and the school has appointed a governor with specific responsibility for parent liaison to emphasise further the importance they place on this partnership.
28. Information for parents is good because parents have the opportunity to talk to teachers each day so they can discuss any concerns at an early stage. If they do not bring their children to school they are invited to phone or arrange a meeting if they have concerns. A new system of termly parent consultation evenings give parents the opportunity to discuss their child's progress early in the year and then to discuss any issues raised in the interim and annual reports. Written information is also good because communications such as the school prospectus, the new weekly newsletters and web-site are very informative and the quality of annual reports is consistently good. The school is now focusing on enabling parents to support their children at home and play a more informed role in helping their children's learning experiences. To this end they have held information evenings and have produced leaflets on various aspects of the curriculum. Because of all these improvements, parental support for the work of the school and special events is now strong with several parents helping in school regularly and parents welcome the many opportunities to become involved.
29. Links with the local community are good because the school provides a focus and resource for the community as well as having several well-established links. As a Church of England Aided school there are strong links with the local church and the use of many local landmarks for extending pupils' learning such as Orford Castle and the Orford Ness nature reserve. The Orford School League of Friends gives the pupils a greater access to a wider circle of people who live in the community and are

prepared to help. The school also shares its site with a playgroup, which gives children an early opportunity to become familiar with the school environment and provides a valuable community resource. Links with local schools are also good because of the close liaison with the pyramid High School for transition pupils and co-operation with other schools within the pyramid. Links with a school in London have been established as part of the greater emphasis on extending pupils' knowledge of multi-cultural issues. This joint project gives pupils from both schools the opportunity to meet and learn together on an art and design project with the focus on creating greater understanding through flourishing friendships.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The headteacher provides very good leadership. Other members of staff give good leadership and manage curriculum subjects well. The management of the school is good. Governance is good.

### **Main strengths and weaknesses**

- The headteacher provides strong and purposeful leadership.
- He is supported well by the deputy headteacher and other staff with key responsibilities.
- The governing body meets all its legal obligations and plays a good part in shaping the direction of the school.
- The financial management of the school is good and administrative support is very good.

### **Commentary**

30. The headteacher provides very good leadership for the school. He has guided it through a period of change and the necessity to deal with the serious weaknesses found at the time of the last inspection. He has worked tirelessly and with much energy to put in place effective strategies to sustain rising standards. The good quality of teaching is now more consistently balanced across the school, marking a significant improvement since the last inspection. The headteacher and deputy headteacher have a clear vision for the school, focusing first on the raising of standards in English and mathematics but proceeding now to ensure that pupils have a broad and rich curriculum, as well as providing for their good personal development.
31. The management of the school is good. The deputy headteacher works very closely with the headteacher, particularly in tracking the progress of individual pupils through the school, and they are supported well by other members of staff. As a small school, every member of staff has responsibility for the management of the curriculum and they carry this out well. In addition there is a clear and effective programme for the monitoring of teaching and learning by senior staff. This is having a marked impact on the consistency of teaching and learning across the school.
32. The leadership and management of the provision for pupils with special educational needs are good. The co-ordinator is relatively new to the role but has successfully developed high quality systems to monitor the provision. Finances are spent appropriately. There is effective liaison with senior managers, teachers and class assistants to ensure that pupils' needs are well met and records kept up to date.

Provision has improved well since the time of the last inspection, when it was only satisfactory.

33. The school improvement plan sets out clearly the school's priorities and these include improvements to standards in writing as well as refinements to the assessment systems in the school. Parents, staff, governors and pupils all contribute to this very effective plan. The headteacher is very committed to consulting with parents and pupils. The plan sets out the progress made towards the school's priorities and these are monitored effectively by the school's management team and governing body. The governing body meets all its legal obligations. It has a good understanding of the strengths and weaknesses in the school's performance, the priorities in its development and issues which are still to be addressed. It monitors and evaluates decisions about spending to ensure that the school is getting the best value. The school's procedures for dealing with finances and daily routines are very efficient and are carried out very well. Governors work closely with parents and the staff, and this places the school in a strong position to convey to the community the improvements made since the last inspection and the fact that the school now provides a good education.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	264,711	Balance from previous year	34,037
Total expenditure	291,507	Balance carried forward to the next	7,241
Expenditure per pupil	2,975		

34. The large carry forward figure last year has been used to maintain good teacher-pupil ratios partly subsidised by the Diocesan Commission, as this is a Voluntary Aided school. The school hopes to sustain this if pupil numbers improve next year and the governors plan to communicate the benefits of small class numbers to parents.

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

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

The provision for children in the Reception year is **good**. There have been significant developments since the last inspection resulting in good improvements to the quality of teaching and to curriculum planning so that tasks are well matched to the maturity and abilities of all Reception aged children. There has been good progress overall since the last inspection for children in the Foundation Stage.

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

- Teaching and learning are good because basic literacy and mathematics skills are taught systematically and effectively.
- The curriculum is well planned and support staff well used to support the specific needs of Reception aged children in all areas of learning.
- Early writing skills are well taught but more could be done to encourage the children to write independently.

## Commentary

35. Each area of learning was sampled rather than inspected in depth as there is a small number of Reception aged children. The children achieve well and make good progress in developing and consolidating their skills in all the areas of learning. The teacher and support staff have a secure understanding of how young children learn. The quality of teaching is good and the children are well prepared for the next stage of learning in Year 1. The Foundation Stage is well led and managed. The teaching accommodates well the needs of the mixed ages of Reception children and Year 1 pupils taught in the same class. Staff work skilfully as a team; children are regularly assessed and their progress is carefully monitored. By the time children move from Reception to Year 1, they have achieved well in relation to their attainment on entry to the school. They exceed the early learning goals in all areas of learning with most of the children starting the early stages of the National Curriculum at Level 1 before the end of the Reception year. They settle quickly into class routines because there is good provision made for the children's **personal, social and emotional development**.
36. The teaching of letter sounds, words and letter clusters are reinforced by the use of big books, traditional and modern stories as well as nursery rhymes. This enables the children to make good progress in **communication, language and literacy**. Regular exposure to books and reading are improving the children's skills as are the interesting themes that generate enthusiasm for learning. The teacher and support staff encourage the children to talk about what they read or hear and the children enjoy writing or drawing pictures to convey meaning or to re-tell stories and factual accounts. Interesting work about the sea and the lighthouse have sparked the imagination of the children and a working model of a lighthouse in the classroom accompanied with stories about local lighthouse keepers makes learning fun and interesting. However, independent writing tasks are not always featured prominently in lessons compared with the focus placed on developing reading, speaking and listening skills and this delays the development of the children's writing skills.
37. Adults use every opportunity to promote **mathematical development** and understanding through the very good use of resources such as number lines, mathematical games and puzzles and using shapes to make patterns. In one very good lesson, for example, Reception aged children worked alongside Year 1 pupils learning to add on and subtract numbers from different points on a number line. **Physical development** is fostered well through regular opportunities to climb, balance and experiment with different modes of movement during physical education lessons and when playing outside in the playground. The children make good progress in their **knowledge and understanding of the world** around them through topics about healthy eating, linked to scientific work such as pond dipping to help the children improve their knowledge of life cycles and growing. **Creative development** is also good, as was observed during a good lesson when the children experimented with different textiles and learned to weave different patterns.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Standards have improved rapidly by the end of Year 6.
- Writing is not good enough in Years 1 and 2.
- Pupils are highly motivated by some very good teaching.
- The newly located library is attractive and well stocked.

## Commentary

38. Since the last inspection standards have improved greatly in Year 6. In the 2004 national tests standards were well above average compared with all schools and compared with schools whose results at Year 2 were similar. Targets were exceeded by a wide margin. Current standards are also well above average and the trend of improvement is continuing, with more challenging targets set. Higher attaining pupils are given demanding work to do, and the proportion attaining levels above those expected for their age (Level 5) in 2004 was above the national average. Achievement is good, mainly because of good teaching and high expectations of what pupils can do.
39. In Year 2, the results in the 2004 national tests were not as good but the small number taking the tests means that conclusions about standards must be treated with caution. Compared with all schools, the results in Year 2 in reading were average and in writing were below average. Compared with similar schools reading standards remained average but were well below average in writing. Pupils are not doing as well in writing as they could because they are not given clear guidance about how to improve, or what is expected of them. Current standards are above average in reading and average in writing. This shows a sign of improvement as the school is taking steps to address the weaknesses.
40. Pupils have very good speaking and listening skills. They are enthusiastic about their work and are keen to take part in lessons. There are regular opportunities for discussion, either in pairs or as a whole class. Performance and drama have a high profile in the school, such as the summer production of *A Midsummer Night's Dream*. This has the added benefit of boosting pupils' self-confidence.
41. Reading is taught systematically and pupils are encouraged to read widely. By Year 6 they read with considerable expression and understanding and can discuss a range of authors and works they have experienced. They are also developing more advanced reading skills well such as inference and scanning for information. The library has been given more space and is well supplied with non-fiction books.
42. Steps taken to improve writing include a daily writing journal, which particularly appeals to boys, and the introduction of a new handwriting scheme. Pupils' work is celebrated in a variety of ways, including class books in public areas for all to browse. The quality of expressive writing is particularly fine in Year 4, with pupils inspired by the teacher's obvious love of poetry. A poem called, '*The River*', included the line, '*Rapid as a weasel, vicious as a tiger*'.
43. Teaching is good overall, with some very good and inspirational teaching. This was observed in Year 6, when pupils were asked to bring the Prince's speech in *Romeo and Juliet* into a modern context, such as that a headteacher might make following a playground brawl. The teacher's enthusiasm ensured all pupils made rapid gains in their learning and thoroughly enjoyed the lesson.

44. Leadership and management are good, with effective action taken to raise standards in Years 3 to 6, and steps being introduced to address weaknesses in writing in Years 1 and 2. There is regular monitoring of the quality of teaching and learning and of pupils' achievement. The comprehensive assessment systems make quick analysis of progress difficult because data is not presented in a very accessible way. Although pupils have targets, these are not linked to National Curriculum levels, so it is not easy for them to know how well they are progressing.

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

45. There are some good examples of links with other subjects, especially in art and design, with biographies of artists such as Picasso and descriptions of pupils of their own work. Computers are often used to display work neatly, and for PowerPoint presentations where the pupils combine word processed work with graphics. Opportunities are taken for extended writing in history, science, design and technology and religious education but the pupils in Years 1 and 2 are not being provided with enough opportunities to write independently and at length.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- The pupils, including more able pupils and those with special educational needs, make good progress and achieve well because lessons are effectively planned to challenge them.
- Leadership and management of mathematics are good and the subject co-ordinator leads by example.
- There are good opportunities provided for pupils to develop mathematical skills through other subjects.
- Assessments are regular and systematic but the pupils' learning targets are not always clear to the pupils to help them understand the stages of their learning towards higher levels.

#### **Commentary**

46. Standards in mathematics are well above average by the end of Years 2 and 6. The pupils make good progress and achieve well by the end of Year 6. The results gained by Year 6 pupils in the most recent national tests were well above average because an above average proportion of pupils reached and exceeded the levels expected for their age. Similarly, a well above average proportion of pupils in the Year 2 tests exceeded the standards expected for their age. Standards are rising faster than the national trend in the Year 6 national tests, confirming that the school has successfully addressed the serious weaknesses found at the time of the last inspection. There has been very good progress since the last inspection, due largely to the effective leadership of mathematics and much improved consistency to the quality of teaching across the school.
47. Teaching and learning are consistently good from Years 1 to 6 with significant strengths. Teachers have good subject knowledge and they plan lessons thoroughly.

Clear explanations and a strong sense of direction are features of teaching throughout the school. Teachers are good at encouraging pupils to try hard. They use resources, including computers and an interactive whiteboard well to develop understanding, as when teaching about the value of digits in numbers. There is often good challenge for all pupils because tasks are set that are closely matched to the abilities of the pupils. Teachers make good use of assessment information and set learning targets for all the pupils. These are usually labelled clearly in the pupils' workbooks but the steps or stages of learning are not always clear to the pupils because they are not sufficiently linked to the refined stages (termed 'sub-levels') set out in the National Curriculum levels. This is a minor point for development as the pupils achieve well throughout the school. The learning targets themselves are aimed at helping the pupils to understand their learning and in their current format this is not always clear to all pupils.

48. Since the last inspection the good leadership and management of mathematics and the very effective leadership of the headteacher have combined to address the underachievement found at the time of the last inspection. The members of staff have supported well the school's strong emphasis on the subject and they have contributed effectively to the good quality of the teaching and learning. The subject co-ordinator has had a positive impact on the quality of teaching through her observation of lessons to find out what is working well and to give guidance for improvement. Through analysing test results she identified the need to develop pupils' skills in problem solving and this has led to a well-judged school focus on this important aspect of mathematical learning. There has been very good progress since the last inspection.

### **Mathematics across the curriculum**

49. There are good links between mathematics and other subjects and teachers ensure that these are planned to incorporate and enhance mathematical skills. Time lines in history help to develop pupils' sense of chronology effectively. There are good links with information and communication technology and science, for example, when pupils record observations in tables, charts and graphs during science lessons. The pupils learn about directions and co-ordinates in geography and data handling skills are used effectively when the pupils learn how to use computer-generated spreadsheets, pie charts and block graphs.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are well above average and pupils of all abilities achieve well.
- The teaching is good and teachers provide good opportunities for pupils to develop their investigative and experimental skills.
- There are good systems for monitoring pupils' progress but target setting is not consistent across the school.
- The subject is well led and managed, resulting in good improvements since the last inspection.

### **Commentary**

50. The 2004 national test results in Year 6 show that science standards are rising well and above the national average. Teacher assessments for Year 2 show that pupils' attainment was just below average but evidence from the work seen shows that standards are currently well above those expected by the end of Year 2. The teachers' assessments in Year 2 in 2004 were too harsh reflecting some uncertainty when setting targets when assessing the pupils. Evidence from the work seen and lessons observed shows that the pupils achieve well in science across the school with very good teaching seen in Years 5 and 6.
51. Year 2 and Year 3 pupils made good progress investigating floatation because the teacher provided good opportunities for the pupils to ask questions, tests ideas and learn through trial and error when attempting to explain why objects or materials floated or not. Throughout the school, the identification and support provided for more able pupils is particularly effective as this is helping to sustain a pattern of rising standards, especially in Year 6 where the work provided is challenging and practical. Good teaching throughout the school has contributed to a good rise in standards which are currently well above average. Assessments of the pupils' progress are used to plan each lesson so that learning builds on previous work but the pupils' learning targets do not provide enough information about the next stages of learning because the targets are not always linked to National Curriculum levels. The school has identified this and has already put in place refinements to its assessment procedures to provide more precise targets.
52. As a result of the good emphasis placed on pupils' learning through practical and first hand experiences, the pupils' skills of investigation and experimentation are very secure, as when Year 5 pupils in a very good lesson demonstrated a good understanding of the solar system and important facts about the orbit of the earth around the sun. Investigative skills are taught hand in hand with the necessary scientific knowledge, so that pupils learn how to question the facts they are given and to draw their own conclusions. From an early age, pupils learn how to use their knowledge to make sensible predictions and older higher attaining pupils make well founded hypotheses based on the information they already have. Pupils use scientific vocabulary well to explain their ideas clearly and accurately and have a secure knowledge and understanding across all elements of the well structured science curriculum. There is a great deal of work carried out in science and it is well presented, reflecting the pupils' pride and motivation in their work. There are good links to other areas of the curriculum, such as when Year 6 pupils investigated different types of electric circuit and used the Internet to research information about materials that act as good conductors of electricity.
53. The standard of teaching is good overall. Teachers plan very well and the work done across the school is well matched to the different abilities of pupils. High attainers, as well as those with special educational needs achieve well. There is good leadership and management of the subject. A thorough system of monitoring teaching and learning has been carried out and this reflects the impact of the leadership on the school since the last inspection. Experimental and practical science are key strengths. This is a good improvement since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The pupils now achieve well throughout the school and standards are above average by the end of Years 2 and 6.
- The subject is well managed and resources are well used and deployed.

## Commentary

54. The school has developed and improved the curriculum since the last inspection, resulting in above average standards. Pupils of all abilities achieve well and past work as well as printed work displayed around the school indicates that the pupils are making good use of their skills to help their learning in other subjects. The work includes for example, Year 3 to 6 pupils designing concept maps on a range of topics; using control and modelling skills to present information; and well presented and effective graphic and word processed work. Pupils in Years 4, 5 and 6 made good progress producing concept maps about a range of interesting topics such as the planets, or organising a party. Throughout the school, the pupils demonstrate how well they acquire skills such as word processing and graphics and are adept at combining these to edit and improve the presentations of stories, written accounts and presentations of particular topics or projects.
55. The teaching is good. The skilful intervention and support of the staff has led to a good rate of improvement since the last inspection. The leadership and management of the subject are effective, with efficient use of the school's resources to enable teachers and support staff fully to utilise computers, projectors, programmable robotic devices and an interactive whiteboard to support the pupils' learning across the full range of the curriculum.
56. The pupils achieve well because there is a cross-curricular approach to the subject and the teaching is particularly effective at combining the skills the pupils acquire with those in other subjects. Work is displayed in classrooms and around the school clearly showing the progression of skills using computers, tape recorders and cameras to enhance reading and writing work. For example, Year 1 and 2 pupils produce story boards and facts about characters in stories and enhance these with illustrations. Good quality support is provided for pupils with special educational needs in lessons when the pupils experiment with simple writing frames on the computer to help them construct sentences.
57. Other work covered across the school includes a good range of turtle graphics and sequencing work. The pupils with special educational needs also make good progress and achieve well. They are usually well supported by learning assistants. The school is good at grouping pupils so that more able pupils are on hand to help those who need additional support. This improves the knowledge, understanding, and skills of both the more able pupils and those who find it difficult to grasp key skills the first time of trying. Although not observed during the inspection, specialist teaching is used well when older pupils in Years 4, 5 and 6 are taught each week in the Year 6 classroom which doubles up as a computer room.
58. The good leadership and management combined with the effective teaching have helped the school to improve the subject further. The headteacher has been instrumental in successfully deploying resources and helping the staff to develop their skills and this has improved the professional competence of teachers and other support staff.

## Information and communication technology across the curriculum

59. In science, computers are used to provide tasks that use peripheral resources such as electronic microscopes when studying micro-organisms. The Internet is used extensively to aid research across the full range topics and subjects of the National Curriculum. Older pupils in Years 5 and 6 engage in some challenging problem solving work using spreadsheets. There are many examples of computers being used in art and design, design and technology, geography and history. These include imaginative and descriptive accounts presented using a good range of word processing skills. The Internet and electronic mailing are used to good effect to help the pupils find information. There has been good progress since the last inspection in this aspect of the school's work.

## HUMANITIES

60. Neither **history** nor **geography** was a focus for the inspection, so there are no overall judgements on standards, teaching or provision in these subjects. In **history** one satisfactory lesson was observed. Year 1 pupils learnt about the story of Grace Darling beside the class's own working model of a lighthouse. Year 2 pupils had a timeline on display to accompany their work on Ancient Greece. Year 5 pupils are learning about the history of their village and looking at old photographs. Year 6 pupils recalled a topic on the Romans, and in particular the etiquette of banqueting in those times. There are close links with the local museum and use is made of Orford Castle and of St. Bartholomew's church in the village. There is no agreed system of assessment for the subject.
61. In **geography** one satisfactory lesson was seen. Pupils in Years 4, 5 and 6 compared their homes in Orford with those in Plaistow in inner London as preparation for a forthcoming visit. The school has good links with a school there. While there were some interesting photographs to look at in this lesson, the work was not matched to the abilities of different groups of pupils. This meant that some found it too easy and others too difficult. Pupils support a school in Mozambique and write to the children regularly. The school is currently working on an environmental project to create a CD Rom about the local forest.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. Provision in **physical education, art and design and design and technology** was not a focus of the inspection. Planning was examined and discussions held with pupils and teachers. Some judgements can be made about standards but there are no judgements about overall provision.
63. In **physical education** standards are above average in swimming and gymnastics. The gymnastics lessons seen were good, with detailed planning drawn from a scheme of work devised by the co-ordinator. Subject knowledge is good and teachers have high expectations of pupils. For example, the Year 6 pupils had to work together to make a shape that was counter balanced; this required high levels of cooperation. Pupils with special educational needs are well supported by classroom assistants so that they can take a full part in lessons. Teachers do not tend to ask pupils to evaluate how work might be improved. Every year group goes swimming for half a term; this results in better standards than is normally found. The school employs professional trainers to teach games' skills, and uses visits to experience adventurous activities.

64. In **art and design** standards are well above average throughout the school. This is an improvement since the last inspection when standards were above average only in Year 6. High quality displays of work delight the eye, using a wide variety of techniques and media. Very good use is made of the local area, with bold paintings of Orford Castle, and collages built of material found on Orford Ness. Teachers have good subject knowledge, and a professional artist regularly visits. A successful arts week brought many activities together including pottery and sculpture. Computers are used effectively, such as to generate work in the style of the artist Kandinsky. One good lesson was observed when Year 1 pupils were weaving using different coloured papers, and concentrating well.
65. In **design and technology** standards are above average. Work is planned with great attention to detail; this results in a high quality curriculum for pupils, such as the unit of work on salads for Years 4, 5 and 6. Pupils analysed the contents of supermarket salads, found out about healthy eating and practised the skills of peeling, chopping and grating before going on to design their own salads. They took into account the cost and quantity of ingredients before the big day and spoke with great enthusiasm about this work. They also enjoyed making cam toys, some of which were designed on the computer. Another challenge was to design a biscuit container and make the biscuits fit into it.
66. Only one **music** lesson was observed and this was very good. The scrutiny of teachers' planning and evidence of the work previously covered shows that all aspects of the subject are taught very well. During assemblies, pupils sing tunefully and with enthusiasm and musical ensembles and performances are usually of very good quality. The lesson observed was led by the co-ordinator and the pupils responded very well when composing the different elements of *Joseph* the musical. The school places great emphasis on teaching the performing arts, including music, drama and dance and the majority of pupils develop skills progressively to a good standard. End of term productions, such as *A Midsummer Night's Dream*, are good features of the school's work. The orchestra, choir and a good number of musical ensembles are regular features of the school's work. The school has an established and well deserved reputation for performing in public, including musical productions performed in the community and in the Jubilee Hall in Aldeburgh. The dedication and commitment of the music co-ordinator to this aspect of the school's work is testimony to the high level of professionalism demonstrated by the staff of the school. The pupils are rightly proud of their school and its achievements as when five pupils were auditioned and selected to perform *The Happy Prince* in association with Opera East Productions.

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

67. Only one personal, social and health education lesson was observed. Evidence from discussions with staff and pupils and from scrutinising the planning indicates that a good programme is provided. The lesson observed in Year 4 was good and allowed the pupils to explore a complex theme about the freedom of responsibility through the ancient Greek story of Diogenes. The school has developed a good policy and a comprehensive scheme of work to support the pupils' personal and social development and places a strong emphasis on this aspect. Good behaviour is reinforced during class discussion times, where pupils are given the opportunity to explore ways of resolving issues and the school is particularly successful in supporting very good quality relationships. Aspects of personal and social development are

strongly supported in assemblies. There are clear procedures for teaching sex education and drug awareness in science and health education topics.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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