

INSPECTION REPORT

**BARLING MAGNA COMMUNITY PRIMARY
SCHOOL**

Southend-on-Sea

LEA area: Essex

Unique Reference Number: 114830

Headteacher: Mrs. S. Taylor

**Reporting inspector:
Mr. Adrian Portlock**

**Dates of inspection:
11th to 14th October, 1999**

Under OFSTED contract number: 707297
Inspection number: 114830

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Little Wakering Road Barling Magna Southend-on-Sea Essex SS3 0LN
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mrs. H. Hall
Date of previous inspection:	January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Adrian Portlock Registered inspector	Equal opportunities Science Design and technology Physical education	Attainment and progress Attitudes, behaviour and personal development Teaching Pupils' spiritual, moral, social and cultural development Leadership and management
Norma Ball Lay inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Brenda Barnard Team inspector	Under 5's Mathematics Art Music Religious education	Efficiency of the school
Kevin Wood Team inspector	Special educational needs English Information technology History Geography	Curriculum and assessment

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MAIN FINDINGS

What the school does well

- Standards in English, mathematics and science are very good.
- The pupils' attitudes, behaviour and personal relationships are very good.
- The Headteacher provides very good leadership.
- The provision for moral and social development is very good.
- The ethos of the school is excellent.

Where the school has weaknesses

- Assessment in the foundation subjects is very limited.
- The subject co-ordinators monitoring role is not sufficiently developed.

This is a good school with some outstanding features. The strengths of the school far outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of the pupils at the school.

How the school has improved since the last inspection

The school has overcome nearly all of the weaknesses identified in its last inspection in 1996. Standards have improved and the quality of education is greatly improved. Teachers' planning is good and assessment procedures are now much more effective, except in foundation subjects. Subject policies and schemes of work are now in place. The curriculum is now broad and balanced. Work is provided to match the needs of the pupils. Provision of spiritual and cultural development is now good. The role of subject co-ordinators has improved, but their monitoring role is still very limited. The school is well placed to make further improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	A	A
Mathematics	C	C
Science	B	B

Key	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

Overall the pupils' standards are good. The 1999 test results show further improvement in English, mathematics and science. Standards in information technology have improved and are now good.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 – 11 years
English	good	good	good
Mathematics	good	good	good
Science		good	good
Information technology		good	good
Religious education		good	good
Other subjects	good	good	good

Teaching is at least satisfactory in very nearly all lessons. It is good or better in over seven out of every ten lessons. It is very good or better in about one in seven lessons but less than satisfactory in only one lesson. This is a great improvement since the previous inspection.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Consistently very good throughout the school.
Attendance	Good; attendance has improved to 95 percent and there is very little unauthorised absence.
Ethos*	Excellent; the pupils have very good attitudes to their work; relationships are very good at every level and there is a commitment to raising standards.
Leadership and management	Very good; the Headteacher leads very well; good involvement of governors; the staff are an effective team; the role of subject co-ordinators has improved but their monitoring role is very limited.
Curriculum	Good; broad and balanced; planning is good and assessment is good in English and mathematics.
Pupils with special educational needs	Good; effective support is given to the pupils by the staff.
Spiritual, moral, social & cultural development	Good; spiritual and cultural development are now improved; provision for moral and social development is very good.
Staffing, resources and accommodation	Satisfactory: teaching and support staff are well experienced and qualified; there are sufficient learning resources and accommodation is adequate.
Value for money	In relation to the resources available to the school, the high standards achieved by the pupils and the good quality of teaching and learning, the school offers good value for money.

** Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
• Children like school.	• Parents did not raise any issues that they were

<ul style="list-style-type: none"> •. The school's values and attitudes have a positive effect on the children. •. Parents find it easy to approach the school with questions or problems. •. The high standards of behaviour. 	not happy about.
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Parents have a very positive view of the school and these are confirmed by the inspection.

KEY ISSUES FOR ACTION

In order to build upon its strengths and improve the quality of education further, the members of the governing body, Headteacher and teachers should:

1. Improve the assessment procedures in the foundation subjects by:
 - .Providing and implementing an appropriate and manageable policy; (paragraph 33)
1. Improve the subject co-ordinators' monitoring of the curriculum by:
 - .Providing and implementing an appropriate and manageable policy;
 - .Providing appropriate staff training. (paragraph 50)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the Action Plan.

- . Ensure that the new marking policy is carried out consistently (paragraph 33);
- . Improve the quality of information provided for parents about the work being done in each class. (paragraph 44).

INTRODUCTION

Characteristics of the school

1. Barling Magna Primary is an infant and junior school for children aged 4 to 11. There are 155 pupils on roll, which is a smaller number of the pupils than most primary schools. Pupil numbers have risen from 135 pupils in 1996. It is situated in the village of Barling Magna, near Southend-on-Sea. It serves the village, and the surrounding villages and area. The children start school in the term in which they are five. At the time of the inspection, three children in the reception class were under five. Overall, the attainment of the pupils on entry is mostly average for their age, with some aspects below average. All pupils speak English as their first language. The school has identified 21 pupils as having special educational needs and 17 pupils are eligible for free school meals, both of which are broadly in line with the national average. Two pupils have Statements of Educational Need.
2. The school aims to provide a caring, supportive environment where each individual is enabled to achieve their potential.
3. The school's main priorities for the year are to raise standards further in literacy, particularly writing, and in numeracy. They also intend to review staffing levels for special education needs and other non-teaching staff. To develop the role of monitoring in raising standards and to develop portfolios for foundation subjects.

Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	12	14	26

National Curriculum Test Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	9	9	9
	Girls	14	14	14
	Total	23	23	23
Percentage at NC Level 2 or above	School	88	88	88
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	9	10	11
	Girls	14	14	14
	Total	23	24	25
Percentage at NC Level 2 or above	School	88	92	96
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	9	11	20

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	7	7	8
	Girls	9	5	8
	Total	16	12	16
Percentage at NC Level 4 or above	School	84	63	84
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	6	6	8
	Girls	6	5	9
	Total	12	11	17
Percentage at NC Level 4 or above	School	63	58	89
	National	65	65	72

Attendance

Percentage of half days (sessions)
missed through absence for the
latest complete reporting year

		%
Authorised Absence	School	4.3
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age)
during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	13
Satisfactory or better	98
Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. On entry to school, the children have a wide variety of skills and abilities. Their speaking and listening skills are slightly higher than local authority averages, with reading about the same level. Early writing skills, mathematical skills and personal and social skills are below average. The results of the baseline tests support this. The children under five make good progress in their personal and social development, in the areas of language and literacy and the mathematical area of learning. In creative and physical development they also make good progress, together with knowledge and understanding of the world. By the age of five, most children attain standards in line with those expected for their age in all areas of learning. The children use computers to support their learning, particularly literacy and numeracy, and are learning basic computer skills.
2. The 1998 Key Stage 2 national test results show that by the time the pupils leave the school their attainment overall is above average. In English, standards are well above average, in mathematics, standards are broadly average and in science, standards are above average. These results are largely the same when compared to the results of similar schools. The 1999 test results show an improvement in all subjects. Taking the last three years 1996–1998 together, standards in these subjects have been maintained at an above average level. Both boys and girls perform equally well in both key stages. In comparison to the previous report there has been a significant improvement.
3. The 1998 Key Stage 1 national test results show the pupils' attainment overall is about average when compared to similar schools. In reading, standards are average, in writing, standards are well above average and in mathematics, standards are average when compared to all schools, but when compared to schools of a similar type, they are below average.
4. In English, inspection findings show that attainment for the present Year 6 is well above national standards and that attainment for the majority of the pupils by the end of Key Stage 1 is also well above national standards in reading and writing. The pupils are attaining much higher standards than they did at the time of the previous inspection. Overall, the progress made by the pupils is good in both key stages. The pupils with special educational needs make good progress and they are well supported by both the teaching and the non-teaching staff.
5. Overall, standards of attainment in speaking and listening are good throughout the school. In Key Stage 1, many of the pupils listen well and respond confidently to questions, particularly in the Literacy Hour, for example when they discuss events in a story. Key Stage 2 pupils listen very well in discussions and volunteer opinions about the characters, for example, when they analyse direct and reported speech.
6. Attainment in reading is above average in Year 2 and good progress is made through the key stage. The pupils are already benefiting from the introduction of the Literacy Hour and the increased focus on literacy in the school. Most pupils can express aspects they like in a story by a favourite author. They read simple texts with increasing fluency and enjoyment. Good progress continues, indeed accelerates, in Key Stage 2, and standards in reading are well above average in Year 6. Years 4 and 5 pupils, when reading 'The Borrowers' use contextual clues to gain information about characters. The pupils are taught library skills effectively and have a good understanding of classification systems for both fiction and non-fiction books. There are good opportunities for independent study.
7. At the time of the inspection in Year 2, attainment in writing was above the national average for the number of the pupils likely to reach Level 2. Good progress is maintained throughout the key stage. In Year 2, the pupils can write evocative descriptions of a pet 'lost' or misplaced. They write in a variety of forms in other

subjects. They attempt to spell words using phonics and more able pupils are spelling simple words correctly. Attainment in writing is above average by the time the pupils leave the school. Progress accelerates for older pupils. Year 6 pupils develop skills in writing autobiographical accounts after studying the work of Samuel Pepys and Anne Frank. Punctuation and spelling are usually correct. Handwriting is usually neat and legible, with careful attention to presentation. There is a good range of writing appropriate to different subjects, evidence was found of letters, instructions, reading reviews, diaries and posters.

8. In mathematics, attainment at the end of Key Stage 1 is above average, with most pupils working at or above the expected level for their age. By the time they leave the school it is well above average. Throughout the school, the pupils with special educational needs are well supported and make good progress towards the targets that are set for them. Good foundations for mathematical learning are laid in reception and the pupils make sound progress in Key Stage 1. In Year 1, the pupils demonstrate their ability to count on to 10 and back, to add two digits and subtract one, mentally. By the time they reach Year 2, they can count in tens to 100 and back again. They learn to use the correct terminology when describing two-dimensional shapes, such as pentagons and hexagons. Year 3 pupils learn the term 'prism' and its definition, they also learn that if a sphere is cut in half each half is a hemisphere. They make good progress with mental calculations and are able to respond more quickly. By the end of Key Stage 2, although early in the school year, most pupils are working at or above the expected level for their age. Progress by the end of Key Stage 2 has the pupils demonstrating complex mathematical understanding of place value in decimal notation, but some pupils were having some difficulties, for instance, when converting fractions to decimals.
9. In science, pupil's standards are above average in Key Stage 1 and well above average by the time that they leave the school. In the majority of lessons, the quality of teaching has a positive effect on standards. In both key stages, the pupils' progress over time is good. The pupils with special educational needs are well supported and make at least satisfactory progress. The recently published 1999 test results indicate significant improvement, with all pupils attaining at least the average level and over half the pupils attaining the higher level.
10. In information technology, standards of attainment are good in relation to national expectations by the end of both key stages. Key Stage 1 pupils confidently and competently communicate ideas in picture form using a painting program. They amend their use of colour and brush size, demonstrating their increasing ability to access menus and generate changes through the keyboard. There is effective consolidation of skills in giving commands to the computer or other equipment. Key Stage 2 pupils use CD-Rom for research purposes when studying Romans or Victorians. They demonstrate competence in word processing by producing newspaper-style reports of the Ancient Greek Olympics. They enliven their work by introducing graphical and photographic images. The pupils make good progress in developing competency across the attainment targets.
11. In religious education, the pupils' attainment is generally in line with the locally Agreed Syllabus, by the end of both key stages. In Key Stage 1, the pupils are making sound progress and by the end of Key Stage 2 they make good progress.

Attitudes, behaviour and personal development

12. The attitudes, behaviour and personal development of the pupils are strengths of the school. The pupils are increasingly enthusiastic learners; they listen carefully to the teachers and what other pupils have to say. They concentrate well in lessons, answering and asking questions with assurance. They are confident when finding solutions to problems and they work with perseverance when tasks are challenging.
13. In the reception class, the under fives are well behaved and enthusiastic when completing their work. They concentrate well and persevere to complete tasks such as handwriting, painting and constructing models. They share toys and equipment and play alongside one another happily; they have begun to form friendships with other children and develop the skills of working together.

14. The pupils' behaviour throughout the school is very good. The adults and the pupils have very good relationships, and the pupils show politeness and respect to adults and to one another, for example when opening doors for other people. Throughout the school the pupils are given opportunities to take responsibility for their own standards of behaviour and they respond to the high expectations. The pupils have a mature approach to dealing with problems. The pupils value and take good care of the school's and other people's property.
15. The personal development of the pupils is good. Through religious education lessons, class discussions and circle times, the pupils show respect for the feelings, values and beliefs of others. The pupils are aware of those outside the school community. In school, the pupils organise and prepare equipment for activities and lessons, and support younger children at lunchtime and home time.

Attendance

16. Attendance is good. On average attendance is 95 percent, which is just above the national average. Lessons begin on time and registers are taken promptly at the start of each session.

QUALITY OF EDUCATION PROVIDED

Teaching

17. The quality of teaching is good overall. It is at least good in over seven out of every ten lessons and very good or better in about one in seven lessons. Only one lesson was judged to be unsatisfactory. There is a very well motivated and committed team of teachers and support staff. The quality of teaching has improved since the last inspection.
18. The quality of teaching of children under five is at least good. The two part-time teachers, who share the teaching of the class, plan the work carefully in order to ensure good continuity of learning for the children. The quality of teaching in both key stages is mostly good. Where the best teaching is observed teachers demonstrate a good understanding of the subjects they are teaching and give clear introductions and explanations. They have mostly high expectations and the work is well planned. This is an improvement since the previous inspection. Teachers use a good balance of whole-class teaching, group work and individual activities. Relationships are good and humour, praise and encouragement are used effectively to further the pupils' learning. Teachers manage lessons well. The teachers use careful questioning to extend the understanding of the pupils and to challenge their thinking. The support staff are well briefed and knowledgeable about their work. The teachers provide clear and effective feedback to the pupils, although the quality of marking is inconsistent between the classes. Tasks are usually well adapted to the needs of the pupils of different abilities. Where less successful teaching is observed, the pupils are not sufficiently challenged, allowing some pupils to become restless and not making sufficient progress.
19. The assessment procedures are effective but mainly only in English, mathematics and science. In the most successful lessons sound assessment procedures are used by teachers to help them plan future work, and the prepared work builds on previous knowledge and understanding.
20. Resources are well prepared and enhance the pupils' enjoyment and learning. The pupils have access to the library and their library skills are satisfactory. Good links are often made with other subjects, particularly literacy and numeracy. The pupils regularly take books, usually of an appropriate level, home to read and the parents are encouraged to share books with their children. This has a positive impact on reading standards.

21. The quality of teaching throughout the school is generally good in all subjects. The English planning takes due account of the National Literacy Framework. In all classes teachers are using the Literacy Hour effectively or modifying it appropriately to meet the needs of the pupils. The quality of teaching in mathematics is good and good progress for the pupils is ensured by activities that are differentiated according to the pupils' needs. The teachers are beginning to adopt the National Numeracy Strategy effectively. Only a small amount of direct teaching was observed in information technology but it is apparent that the majority of teachers have good subject knowledge and plan to use the computers on a regular basis.
22. The quality of teaching in the foundation subjects is at least satisfactory and often good. In art, a range of media and techniques are used, although more two-dimensional work is produced. In design and technology, the staff plan together in key stage groups. Good links are made with other subjects particularly literacy, art and science. In history, teachers plan coherently and have clear objectives when introducing concepts such as chronology by discussing the passage of time. Throughout the school, teachers draw effectively on the pupils' earlier work. There is generally an appropriate balance between imparting information and encouraging the pupils to find out about the past for themselves. In music, teachers' plan well. In physical education, where teaching is very good, the lessons are very carefully planned with clear learning objectives and high expectations. Teachers manage lessons very well and a high standard of behaviour is maintained. Care and attention is given to the pupils' safety. Effective use is made of the pupils' performance to demonstrate good practice.

The curriculum and assessment

23. Overall, the curriculum provided for the pupils under five is broadly based and well balanced, preparing them well for Key Stage 1. Careful attention to individual needs ensures that boys and girls have appropriate access to all of the activities provided. On a daily basis, work towards some of the desirable outcomes is readily identified. Although the curriculum is broad, there is particular emphasis on literacy and numeracy, and developing the pupils' social skills. All these children have good opportunities to learn and make progress. There are clear procedures to assess each child's attainment in all areas. These are used to plan follow-up activities.
24. In both key stages, the curriculum is also balanced and broadly based. All National Curriculum subjects and religious education are provided. Satisfactory provision is made for health and sex education with appropriate attention to drug misuse. This contributes effectively to the pupils' development.
25. Curriculum planning is detailed and comprehensive and is generally based upon a commercial planning system, which helps to ensure coherence throughout each key stage. There is effective differentiation, for the less able and the higher attaining pupils, in most classes. Boys and girls, and the pupils with special educational needs, have equal access to the curriculum. Full coverage of individual subjects is sometimes threatened when, for example in design and technology, the designing is more artistic than technological; and in history and geography, when a topic is key stage wide, such as Ancient Greeks, resources are spread too thinly to efficiently support these subjects.
26. Appropriate allocations of time are made in long term planning for subjects. Teaching time in both key stages is appropriate.
27. The needs of the pupils with special educational needs are identified early and records are kept appropriately. Individual education plans include specific targets in English and mathematics, as well as more general personal development targets and are used to plan the most appropriate support. The pupils receive positive and effective support from the special education needs team. The careful planning and structuring of group and individual work in some classrooms also helps the pupils to make progress. Planned work is linked with the curriculum the pupils are following in their classes. Vocabulary and concepts are carefully identified.

28. Extra-curricular activities, including competitive sports, extend and complement the curriculum. The older pupils benefit greatly from a residential school journey. The activities enhance quality and make a positive contribution to standards.
29. Assessment in the reception class is systematic and consistent. The school's baseline assessment is carried out soon after the pupils start, and the results are used on an individual basis. The staff keep careful records of attainment for each child. New skills are noted as they are acquired and records dated and expanded. Activities are generally planned to match the pupils' attainment. Adequate support is provided to prepare the pupils to start the National Curriculum Programmes of Study.
30. Assessment in English and mathematics is used effectively in both key stages, especially within the Literacy and Numeracy initiatives. Detailed assessments of the pupils with special education needs are used when planning teaching. In other subjects, except science and information technology, formal procedures for assessing and recording progress are insufficiently developed to inform the planning of future work. The recently introduced marking policy is as yet inconsistently applied throughout the school.

Pupils' spiritual, moral, social and cultural development

31. The school makes good provision for the pupils' spiritual, moral, social and cultural development. Spiritual development is promoted successfully through assemblies and the curriculum areas of science, art, music, drama and religious education. Through religious education the pupils are provided with good knowledge and insight into the religious beliefs of Christian and of other religions.
32. Provision for the moral development of the pupils is very good. They are taught about right and wrong and are made aware of what is acceptable and unacceptable behaviour. All staff have high expectations of how the pupils should behave. The pupils are given responsibility for developing their own moral standards in the form of the rules for the school. For example, the oldest pupils discuss and record their ideas about what should be expected of them. As a result, the pupils are polite, show respect for other people and understand the need for fairness and honesty.
33. The school makes very good provision for the social development of the pupils. The relationships at all levels are very good; the pupils are encouraged to help one another and to consider each others' needs, for example, pupils younger and less experienced than themselves. All pupils are expected to take responsibility for the school environment. Through circle time they are helped to be more tolerant and understanding of the needs and rights of others. The school supports a variety of charities and events in the local community. This includes harvest donations for the local elderly and the homeless.
34. Cultural development is successfully promoted through a range of activities, both within and outside of lessons. The school makes good use of the local area as a resource for the pupils' learning and this develops understanding of the community and its cultural heritage. Appreciation of their own, and other cultures is furthered by lessons in English, religious education, geography, history, and music. Visits to places of interest, and visiting performers make positive contributions to the pupils' knowledge and experience. Year 5 and 6 pupils are all given the opportunity to make a residential visit, where they can experience life in a contrasting area.

Support, guidance and pupils' welfare

35. Parents and pupils value the good care and guidance provided by the school. The pupils' progress and personal development are well monitored and the promotion of their well being, health and safety is also good. There are good procedures in place to monitor behaviour and attendance. The support and guidance provided for the pupils makes a valuable contribution to the personal development of the pupils and the standards they attain. Parents also value the attitudes and values that are fostered in the caring environment of the school.
36. Monitoring of personal progress and development is good. The pupils are well known to staff who assign importance to their pastoral role. Although there are no formal procedures for monitoring the pupils' personal development the very good knowledge that all staff have of the pupils is well used to promote the pupils' progress and provide a high level of personal care. The pupils are given good opportunities to explore areas valuable to their personal development through many areas of the curriculum, in assemblies and also through the newly developed personal and social education programme. In the Year 6 class at circle time the pupils discussed with the class teacher any concerns or worries they felt. The pupils are encouraged to talk about and share concerns with staff and feel confident of a positive response from all adults in the school. Monitoring of progress is developing well in science, maths and English but is still not well developed in all curriculum areas. Monitoring of academic progress is beginning to be used to inform planning and this is beginning to have an impact on promoting good progress. The pupils are encouraged to develop good self-esteem and to always do their best and produce work of good quality and they respond positively to these expectations.
37. There is good monitoring of behaviour. There is a clear behaviour policy, which is set out in a simplified code for all pupils. All staff consistently implement the policy. Individual classes also negotiate and agree their own class rules. The school uses appropriate systems including reporting to monitor behaviour. The pupils are clear about the standards of behaviour expected in school and they value the rewards that are used to recognise good behaviour and work. A range of rewards including stickers, certificates and class points are well used in the school and valued by the pupils. There are also awards for playground behaviour and these are popular with the pupils. Parents are pleased with the good standards of behaviour in the school.
38. The monitoring of attendance is good. The registers are checked on a regular basis and the school is alert to any problems of attendance or punctuality that may develop. Attendance is good and the majority of parents inform the school quickly of the reason for absence. However, should the school identify any concerns, parents are involved at an early stage and if necessary the school make good use of the Education Welfare Officer to support their efforts to improve the attendance or punctuality of a few pupils. Certificates are awarded for good attendance throughout the year.
39. The school has effective and good procedures to ensure the health, safety and well being of the pupils. There are clear guidelines for health and safety both in school and off site during visits. The schools good health and safety policy is supported by detailed local guidelines. The sex education programme for the junior pupils is well managed. The school is now participating in the Essex Schools Drugs Education Project and have introduced a more structured approach to teaching of personal and social education to support and augment the health education and social education programme already delivered in the school. Regular checks are made of the site and premises and risk assessments have been carried out. Fire drills are organised on a regular basis. Arrangements for the pupils who are unwell in school are sensible. Satisfactory arrangements are made for serving school meals and lunch times are a happy and social experience for the pupils. The school is clean and well presented and the cleaner in charge, who also has some site duties, takes great pride in the building and grounds.

Partnership with parents and the community

1. The partnership between the school and parents has continued to be as positive and productive as noted in

the previous inspection. Parents involvement in the school and the information which they receive is good and this together with the satisfactory partnership with the community has a significant impact on the quality of learning and standards achieved in the school. Parents are positive in their attitudes and pleased with all areas of the school. They feel they can approach the school with problems and questions, and they appreciate the fact that their children like school.

2. Information provided for the parents by the school is of good quality. The school prospectus is clear and informative and there are useful regular newsletters. There is helpful information about curriculum subjects in the prospectus, but parents are not provided with clear information on a regular basis about the work being done in each class. The school is aware that this is an area for development. There are parents meetings each term. The annual report is clear and comprehensive in its information and provides parents with a very good outline of their child's progress as well as setting out areas for development. The school also arranges effective curriculum events for parents, such as a workshop for literacy. The quality of information provided for parents enables them to provide their children with good support at home. The school makes good arrangements for the induction of new pupils and parents. Appropriate information is provided for new parents in the reception class booklet and also at the parents' meetings held before the children begin school.
3. Parents make a good contribution to their children's learning. Many parents help in school on a regular basis with such areas as reading and craft work. Local residents are also welcomed into school to provide support for school activities. Parents are very supportive of school events and help with out of school trips. There is good support with homework. The well-organised reading pact enables parents to be fully and productively involved in helping develop reading skills at home. The reading record book provides a valuable link with home, which is used moderately well especially in Key Stage 1. Through the Parents' Association, parents make a practical contribution in fundraising activities. In the recent past the Parents' Association has made valuable contributions to the development of playground facilities including building a patio and contained flowerbeds. Contributions have also been made towards the cost of security doors for the main building and library furniture as well as reception equipment.
4. An evaluation of special education needs provision is included in the Governors' Annual Report to parents. Parents of children with special education needs are appropriately involved in reviews and target setting.
5. Enrichment through links with the community are satisfactory. The positive features of these links recognised in the previous report have been maintained. There is an appropriate range of well planned visits organised each year to extend classroom studies and to broaden the experience of the pupils. The pupils visit such places as the local farm and brick works, the shopping centre in Southend and Tudor mansions to support their history studies. There are visits to London to the Toy Museum in Bethnal Green and a residential trip each year for the pupils in Year 6. Classroom studies are enriched also by visitors to the school including the school nurse who contributes to health education and sex education. There has been a science theatre group as well as talks by representatives from other faiths and cultures such as the talk given at the harvest festival assembly by a member of the local Jewish community. The school participates enthusiastically in local sporting events. There are very strong and productive links with King Edmund School to which the majority of the pupils transfer at the end of Year 6. Less strong but equally valuable links exist with other local maintained and independent secondary schools. The school makes sensible use of the expertise provided by local agencies and value especially the contribution made by the educational welfare officer, school nurse and educational psychologist.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

6. The Headteacher provides very effective leadership and is well supported by the staff and the governors.

They are providing a very clear educational direction for the work of the school. The good teamwork and commitment to raising standards are strengths and they impact significantly on the attainment and progress of the pupils. The school has produced an effective development plan. This ensures a useful means by which all concerned can have a shared and clear strategic view of the development of the school. All statutory requirements are met.

7. The Headteacher manages the staff very effectively. The monitoring of teaching and learning has improved greatly since the previous inspection. The Deputy Headteacher works closely with the Headteacher and carries out effectively a broad range of management roles. Recent initiatives in curriculum development, especially literacy and numeracy, are raising the school's capacity for further improvement. The governing body is involved closely in monitoring the curriculum, especially in literacy and numeracy, and other aspects of the school. The governors with specific responsibilities for literacy and numeracy have had appropriate training and visit the school regularly.
8. The Headteacher monitors the pupils' work very well. The subject co-ordinators provide increasingly effective leadership in their subjects but most, especially in the foundation subjects, have limited opportunities to monitor the quality of teaching, as well as the progress made by the pupils. This, with the lack of assessment in these subjects, is not giving the school sufficient information about the standards in these subjects. The school has a clear statement of aims, which is appropriate and these are fulfilled. The creation of a stimulating learning environment, very good relationships and the commitment to high standards and equality of opportunity ensures that there is an excellent ethos in the school.
9. The governing body is hardworking and supportive and has a clear strategic overview of the management and curriculum of the school. The governors are kept well informed by the Headteacher. The governors' committee structure is effective and the committees meet at least termly. The standards achieved by the pupils in the National Curriculum tests are shared with the governors.
10. There is good management and organisation of the provision for special educational needs. The special education needs co-ordinator monitors the pupils' individual education plans and the documentation fully supports decisions made. The leadership is committed to ensuring that the pupils receive the best appropriate support. All involved, including the parents, are kept fully informed about the progress being made.

Staffing, accommodation and learning resources

11. The school has a good number of staff with suitable qualifications and experience to meet the demands of the curriculum. The key issues relating to staffing noted in the previous inspection report have been resolved. The teaching staff now work effectively together. In particular the subject co-ordinators are developing their roles and are beginning to provide an increasingly clear direction for other staff. The responsibilities of co-ordinators are carefully assigned to match the experience and interests of the teachers. Teaching and support staff work well together to plan, teach and record the pupils' progress. Teachers and support staff are very effective in supporting the pupils' learning. Overall the number, experience and qualifications of support staff are good. The school is well served by an efficient administration team and administrative staff are well deployed.
12. Appraisal arrangements are satisfactory and all staff have an interview with the Headteacher annually. In-service training and professional development are likewise carefully linked to the needs of the school as identified in the School Development Plan and the individual development needs of teachers as identified by appraisal. Professional development undertaken by staff has made a positive contribution to teaching within the school. New staff have settled quickly into the school and have shown enthusiasm in undertaking their roles and responsibilities. There are suitable arrangements to support teachers new to the school, including newly qualified teachers, when needed.
13. Accommodation is satisfactory. The school occupies an attractive site with adequate outside play space,

including a playing field at the rear of the school. There are sufficient classrooms, which are furnished appropriately for the age of the pupils. Staff and pupils manage well with the difficulties that arise from the school plan, which means that movement around the building is through other classes. The hall is well used for assemblies, a dining area and classes. For the larger classes the small size of the hall presents problems for physical education activities, which staff and pupils manage well. The library is well used as a teaching area. Good use is also made of the central courtyard in the school which is an attractive feature containing a well-kept pond. The wild life area at the rear of the playing field provides a valuable science study area for the pupils but could be further extended by developing support material for it. The open-air swimming pool is well used during the summer term and the school engages a swimming instructor. The reception class is located adjacent to the main building in an adapted house. This accommodation is bright and attractive for younger pupils and also provides a valuable food technology area for older pupils. The main school building is suitably adapted for disabled pupils but not in the reception building. The school provides an attractive and stimulating learning area for the pupils. The buildings are in good repair and are clean and well maintained. The grounds are well kept and attractive.

14. Learning resources are satisfactory overall. There is a satisfactory number of computers for the use of the pupils and these are located in the class bases. The provision of fiction books is good and there is a suitable range of non-fiction books, both in the library and in the classrooms. The school has made an investment in books to support the literacy initiative. The numeracy initiative has also been appropriately introduced. Throughout the school the variety of resources matches well the age and interests of the pupils. There are good resources in science, history and special educational needs. Resources are used and stored effectively.

The efficiency of the school

15. The overall efficiency of the school is good. In financial planning and control, school administration and the use made of staff, resources and accommodation, good levels of efficiency are achieved. The governors are increasingly effective and are kept well informed by the Headteacher. Long term financial planning has been problematic because of the difficulty in obtaining accurate future pupil numbers. The school has a well thought out, useful Improvement Plan.
16. The teaching staff are used effectively. Strengths and particular areas of expertise are identified and increasingly utilised effectively. The non-teaching staff do a very valuable job in assisting teachers and supporting the pupils. Support for the pupils with special educational needs is good. It is targeted at each pupil's areas of need.
17. The accommodation is used very effectively. Every available space is used; the resources are stored efficiently.
18. Financial control is effective and procedures are clear. Regular reports go to the appropriate committees. The school has not had an audit since the last inspection. The school fund was not available, as it was with the auditors, but the figures are due to be presented to the governing body this term.
19. Taking into account the resources available to the school; the good progress made overall; the improved standards, especially in English, Mathematics and science; the very good pupil attitudes and behaviour, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

20. The children under five are taught in the reception class along with those children who are five. At the time of the inspection three children were under five. The children under five are provided for well. All children, including those who find learning difficult, make good progress. They are all assessed soon after entry using the local authority baseline assessment, which is discussed with parents during the autumn term. On entry their speaking and listening skills are slightly higher than local authority averages, with reading about the same and early writing being below. Mathematical skills and personal and social skills are also below average. By the time they are five their overall attainment is in line with the expectations for their age.
21. Children know how to write their own name and are able to match letters to a picture, which has the letter alongside. They have learnt the difference between fiction and non-fiction and that storybooks are fiction. They visit the school library and are confident in choosing their own books. Children are able to name the main character in a book and describe the texture of a starfish. Their understanding of the vocabulary found in their reading material is good and they are able to discuss the story from the illustrations. They are not secure in knowing their letter sounds or names, although some can spell out their own names. With daily practice their letter formation is improving and they attempt writing of their own, sometimes bringing in large quantities of 'homework'.
22. The children count everyday up to ten and are able to write numbers to at least five. The children begin their lessons with number rhymes, which they enjoy immensely. They recognise patterns and repeat them using large beads. They progress to inventing their own patterns and sequences. Having older pupils as role models assists their understanding. They are learning the properties of two and three-dimensional shapes and compare them to known things, such as ice cream cones, and church steeples. They learn the rules of games and share well. Usually they settle to their tasks quickly and show sustained interest and perseverance.
23. The children were observed acting out the story of Zacchaeus in biblical dress. They talk about their family and where they live. They explore the school environment and become familiar with simple maps and plans. They learn to use scissors and glue, coming into contact with a variety of media. The children have two physical education periods allocated on the hall timetable and they join in with enthusiasm. During the summer months the children have two swimming lessons each week in the school's outdoor pool.
24. Through their art lessons the children develop creatively and are introduced to the work of famous artists such as Kandinsky. They are introduced to mature concepts such as how the artist changed the way that people thought about colour. There are many opportunities for the children to express themselves through their own painting. Children make good progress in their music lesson. They clap rhythms with their teacher, compose music by writing their own symbols, large and small to denote loud and soft and match their claps to the symbols. During the lesson they learn what composers do and liken it to the job of an author. They have the confidence to perform as individuals.
25. The reception unit was established in January of this year and as such was not part of the last inspection. There are many strengths in the teaching and the two staff who share the full-time post, work very effectively together. They have a good understanding of the children's needs and have high expectations. Assessment is used well and the staff plan together and integrate work in different areas of learning to provide a good curriculum which takes account of the national recommendations for under fives.
26. The children are accommodated in what was previously the school house, but has now been converted to a high specification for children under five. The only disadvantage is that the accommodation is on two levels and staffing determines that only one level at anyone time may be used. However, over the course of the day both levels are put to good use. The two part-time teachers have acquired additional funding from commercial sources to purchase a playhouse, and are waiting to have a paved area laid.

ENGLISH, MATHEMATICS AND SCIENCE

English

1. In 1998, when the pupils left the school at the end of Key Stage 2, attainment recorded in the National Curriculum Tests was well above the national average in English and well above the results of similar schools. 53 percent of the pupils achieved Level 4, which is above the national average, while 32 per cent reached Level 5, which is well above the national average. Last year in the 1999 National Tests the school surpassed its targets and 40 percent of the pupils achieved Level 4, with 55 per cent at Level 5. This significant improvement has been brought about by the school's determination to raise standards in literacy. The predicted figures for the year 2000 suggest that approximately 70 percent will attain the national average or higher; rising to over 80 percent by 2002. These targets have already been achieved.
2. In 1998, in the National Curriculum Tests at the end of Key Stage 1, 88 per cent of the pupils achieved Level 2 or above in reading and writing. Attainment in reading and writing was higher than the national average for similar schools and when compared to all schools. Test results for 1999 show that both reading and writing standards have dipped but remain above average. The school quite rightly takes into account the differences that occur from year to year in their target setting, to reflect the differences in the ability levels of the pupils in different cohorts.
3. Inspection findings show attainment in English to be well above the national average by the time that the pupils leave the school. Progress throughout the school is good overall. From average in reception, children make good progress and enter Key Stage 1 where standards are above average. Progress accelerates towards the end of Key Stage 2, and by the time the pupils leave the school standards in English are well above the national average. Progress of the pupils with special educational needs is good throughout the key stages. The successful implementation of the National Literacy Strategy, coupled with good, sometimes excellent teaching, has made significant improvements in attainment.
4. Overall, standards of attainment in speaking and listening are good throughout the school. At Key Stage 1, many of the pupils listen well and respond confidently to questions, particularly in the Literacy Hour, for example when they discuss events in the story 'We're going on a bear hunt' in a Year 1 lesson. Key Stage 2 pupils listen very well in discussions and volunteer opinions about the characters, for example, when they analyse direct and reported speech in 'The Borrowers' in Years 4 and 5.
5. Attainment in reading is above average in Year 2 and good progress is made through the key stage. The pupils are already benefiting from the introduction of the Literacy Hour and the increased focus on literacy in the school. The pupils who work hard in these sessions enjoy the 'shared text' sessions. They usually make good use of phonic and graphic cues, and use contextual cues to establish meaning. Most pupils can express aspects they like in a story by a favourite author. They read simple texts with increasing fluency and enjoyment, and show in discussion that they understand them and can predict outcomes, as in the Year 2 session when the pupils were able to read extracts from 'Dogger' with confident expression.
6. Good progress continues, indeed accelerates, in Key Stage 2, and standards in reading are well above average in Year 6. During the Literacy Hour in Years 3 and 4, they are able to use dictionaries to find and explain suitable words and phrases in order to write poems. The pupils with special education needs work productively on dinosaur facts in an information book, using 'contents' and 'index'. Years 4 and 5 pupils, when reading 'The Borrowers' use contextual clues to gain information about characters. Less able pupils recognise exclamation marks and speech marks, and use expression accordingly when reading. The pupils are taught library skills effectively and have a good understanding of classification systems for both fiction and non-fiction books. There are good opportunities for independent study.
7. At the time of the inspection, attainment in writing in Year 2 was above the national average. Good progress is maintained throughout the key stage. The pupils in reception and Year 1 write words beginning with the letter 'n' in response to a text 'How do you feel?' They demonstrate a variety of feelings associated with language. In Year 2, the pupils write evocative descriptions of a pet 'lost' or misplaced. They write in a variety of forms in other subjects. For instance, the pupils wrote prayers for Harvest in religious education in Year 1. They write instructions, menus for a Greek salad, posters, labels and stories using

appropriate language and format. They attempt to spell words using phonics and more able pupils are spelling simple words correctly.

8. Attainment in writing is above average by the time the pupils leave the school. Progress accelerates for older pupils and for those with special education needs. A pupil with a Statement of Special Education Needs in Year 4 successfully produces, with help, a shape poem. The pupils in Years 4 and 5 'borrow' exciting and interesting language from 'The Borrowers' when re-writing parts of the text. Year 6 pupils develop skills in writing autobiographical accounts after studying the work of Samuel Pepys and Anne Frank. Punctuation and spelling are usually correct. Handwriting is usually neat and legible, with careful attention to presentation. There is a good range of writing appropriate to different subjects, evidence was found of letters, instructions, reading reviews, diaries and posters.
9. The pupils' attitudes to the subject are good, including those with special education needs. They have positive attitudes to their work and enjoy the shared text sessions in the Literacy Hour, as observed in many classes. For example, Year 1 pupils are interested in discussing what the title of a book could be from a picture. In Years 3 and 4, the pupils are enthusiastic in responses to the poem 'Time to get moving'. Year 6 pupils get deeply involved in 'Friend or Foe' by Michael Morpurgo. Most pupils concentrate and work productively.
10. All teaching was at least satisfactory with almost three-quarters of the lessons observed good or excellent. The teachers have worked hard to implement the National Literacy Strategy, which they do with good understanding of the requirements of the strategy and a confident knowledge of English. The shared text work and plenary sessions are usually good or very good and promote independence in the group sessions effectively. Progress is good throughout the school because teachers have high expectations and make it clear to the pupils that they should do their best. The pupils respond positively and work hard. Teachers establish good relationships with the children, use questioning and answer sessions effectively and use praise and encouragement well. Teachers are effective models that support pupil attainment. They teach skills directly, promoting independent work.
11. Marking is applied inconsistently in relation to the newly introduced policy. In the best examples it is supportive and developmental, and gives the pupils a clear idea on how to improve their work. Planning is mostly good, and assessment opportunities are identified effectively. At times, the pupils are involved in self-assessment, for example, when redrafting their written work they have a partner and respond to peer assessment. This is very good practice. In most classes, the liaison between home and school via the reading records is good. The pupils' progress is being conscientiously recorded.
12. A highly motivated co-ordinator leads the subject. The subject meets statutory requirements and with the implementation of the National Literacy Strategy progression of skills is ensured. The curriculum co-ordinator is committed to raising achievement of literacy even higher. She has good opportunities to monitor the impact of the Literacy Hour. The tests used to monitor progress are in place and with the teachers' assessments, this enables the school to set targets for improvements for every child.

Mathematics

13. By the end of Key Stage 1, national test results in 1998 show that the pupils' performance is in line with the national average when compared with all schools but below average when compared with similar schools. The 1998 Key Stage 2 test results and for those taken over the three-year period from 1996 to 1998, show standards to be close to the national average. This when compared to all schools and to schools of a similar

type. The results just available for 1999 indicate that standards are above the national average.

14. Evidence gained from the inspection broadly confirms the latest test results. By the end of Key Stage 1, most pupils are working at or above the expected level for their age. By the end of Key Stage 2, although early in the school year, most pupils are working at or above the expected level for their age. The school uses a range of standardised mathematics tests and assessments linked to the scheme of work to provide them with information to inform teachers and to set targets for all pupils.
15. Good foundations for mathematical learning are laid in the reception and the pupils make sound progress in Key Stage 1. The school is following closely the yearly teaching programmes from the National Numeracy Strategy and in Year 1, the pupils demonstrate their ability to count on to 10 and back, to add two digits and subtract one, mentally. They record prepositions by drawing objects in the correct positions on a worksheet, such as over, in front of behind above and beside. By the time they reach Year 2, they can count in tens to 100 and back again. They know how many tens in 220 and know the place value of 4 in the number 341. They learn to use the correct terminology when describing two-dimensional shapes such as pentagons and hexagons and how many sides and corners and learn to recognise the faces of three-dimensional shapes. At the start of Key Stage 2, the pupils learn the term 'prism' and its definition, they also learn that if a sphere is cut in half each half is a hemisphere. They examine solid shapes and record the number of faces edges and vertices. Later in the key stage they demonstrate the ability to add two digits and multiply by a third one in their heads. These pupils can also plot two-dimensional shapes on to grids using references to locate them. All pupils are able to read simple grid references. By the end of the key stage the pupils double and halve two digit numbers with ease and know that a fraction is an equal part of something. They can record eight parts of a ten-part shape and are able to convert it to a decimal.
16. The pupils enter Key Stage 1 with the appropriate mathematical language and enough understanding to provide the foundation for numeracy. They are familiar with number rhymes and sort, match, order and sequence everyday objects. They recognise and use numbers to ten and are able to write them down. By the end of the key stage they progress to using more specific mathematical terms and are able to identify shapes such as pyramids from their work in humanities. They make good progress with mental calculations and are able to respond more quickly. Progress by the end of Key Stage 2 has pupils demonstrating complex mathematical understanding of place value in decimal notation, but some pupils were having difficulty in converting four-tenths to 0.4. They are for most part attaining standards commensurate with the end of the key stage.
17. The pupils' attitudes to mathematics are very good. A very good rapport exists between the pupils and teachers in most lessons and the ethos from the good humour and commitment to learning is positive. The respect that the older pupils have for their teacher reflects in their attitudes and their confidence in attempting new work. All pupils seem to enjoy the mental mathematics sessions at the start of each lesson and even when their answer differs from the majority, they do not copy but use the opportunity to rethink their answer. Only occasionally in discussions do they lose concentration and miss valuable learning opportunities.
18. The quality of the teaching is good. The relationships between the pupils and teachers are good, and children feel that they can ask and get a very good explanation when they do not understand the work. The rate of progress is very much linked to the clear explanation of the work drawing on known everyday facts to make it meaningful. Teachers' planning is largely provided by the teaching programmes from the National Numeracy Strategy document and begins with an oral session followed by the main task and the plenary which reinforces the main points of the lesson and checks for the pupils understanding. The school has a mathematics scheme, which also provides a means of assessing progress. Other age standardised tests are used to determine areas of weakness and to set the pupils targets for the following year. Teachers also keep cumulative records on the pupils' progress, which allows them to see where, and when extra support is needed.
19. The co-ordinator is very enthusiastic. She has undergone numeracy training and been involved in training

the staff, although she has not carried out any direct monitoring of teaching but supports and encourages staff. The link governor has visited school and observed the learning and teaching in numeracy lessons as well as informing governor colleagues of the implementation and progress of the Strategy. The management, quality and quantity of resources is good and most classes have enough equipment for their daily needs. Teachers also make equipment to supplement these. The small class sizes in the reception have a positive effect on attainment and progress.

20. The issues identified in the previous report have been addressed and this has resulted in higher attainment by the end of Key Stage 2.

Science

1. The 1998 National Curriculum test results for Year 6 pupils indicate that over eight out of ten pupils attain the national levels and nearly one fifth attain the higher level. The standards of attainment show an improvement over the last three years, the 1998 results being above the national average and in line with the average for similar schools. The standards of attainment of the present pupils at the end of Key Stage 1 is above average and at the end of Key Stage 2 well above average. The recently published 1999 test results indicate significant improvement, with all pupils attaining at least the average level and over half the pupils attaining the higher level.
2. In the 1998 teacher assessments for seven-year-olds, most pupils attained the expected level, the results being above the national average. Slightly less than one-fifth of the pupils attained the higher level, which is broadly in line with the national average.
3. Inspection judgements are broadly similar to test results. The pupils' standards are above average in Key Stage 1 and well above average by the time that they leave the school. In the majority of lessons, the quality of teaching has a positive effect on standards.
4. In both key stages, the pupils' progress over time is good. The pupils with special educational needs are well supported and make at least satisfactory progress. Older Key Stage 1 pupils explore the changes that occur in animals, including humans. Higher attaining pupils are able to make simple predictions and use simple equipment effectively. They understand the need for a fair test when carrying out an experiment. They understand and can classify changes in materials, for example, food. In Key Stage 2, the younger pupils' understanding of magnets is generally good. They investigate which materials a magnet attracts through and which objects are magnetic. Older pupils can measure forces and carry out investigations into the effects of things speeding up and slowing down and the part forces play in this. Their use of scientific vocabulary was good. They can record their information appropriately and draw conclusions from the evidence they collect. They can explain the main functions of living things.
5. In both key stages, the pupils have good attitudes towards the subject. They work collaboratively in groups and share ideas and information. Most pupils have good communication skills and are keen to use correct scientific language. They listen carefully during lessons and are eager to take part in discussions and to ask and answer questions. The work is generally presented well. Behaviour is very good and relationships are positive. The pupils develop a responsible attitude towards resources and show respect and care for plants and animals.

6. Overall, the quality of teaching is good in both key stages. The teachers have a good knowledge of science and work is planned carefully to cover the National Curriculum Programmes of Study. The teachers use a good balance of whole-class teaching, group work and individual activities. In the best lessons, the teachers have high expectations of what the pupils will achieve. For example, in a Year 2 lesson, the teachers' clear explanations and instructions and challenging questions and her enthusiasm, enabled the overwhelming majority of the pupils to make effective progress. The teachers mark work regularly and constructively, although opportunities are rarely taken to set targets for further improvement. Other assessment procedures are generally effective; the pupils' progress in science is tracked systematically as they move through the school.
7. The co-ordinator is new to the role but already has ideas about its development. An appropriate amount of time is allocated to the subject and good provision is made for all pupils, including those with special educational needs. Resources are appropriate and satisfactory. They are well used.

OTHER SUBJECTS OR COURSES

Information technology

1. In reception, the children under five feel secure with information technology. They draw in a paint program or hold a telephone conversation in the home corner. Aspects of information technology are part of the child's developing knowledge and understanding of the world. Well-planned activities support progress in developing the children's hand control and keyboard skills.
2. By the end of Key Stage 1, standards of attainment are good in relation to national expectations. Young readers and the pupils with special educational needs, enjoy following on the computer screen a number of different reading books. They respond to verbal and picture cues with a mouse to build up their essential literacy and computer skills. The pupils confidently and competently communicate ideas in picture form using a painting program. They amend their use of colour and brush size, demonstrating their increasing ability to access menus and generate changes through the keyboard. There is effective consolidation of skills in giving commands to the computer or other equipment.
3. By the end of Key Stage 2, standards of attainment are good. The pupils have positive attitudes and enthusiasm for information technology. They work well in pairs when using computers. The pupils use CD-Rom for research purposes when studying Romans or Victorians. They demonstrate competence in word processing by producing newspaper-style reports of the Ancient Greek Olympics, or the defeat of the Spanish Armada, with obvious and appropriate regard to their intended audiences. They enliven their work by introducing graphical and photographic images. They use modelling programs in mathematics and science. The pupils, including those with special education needs, make good progress in developing competency across the attainment targets.
4. In reception, and in both key stages, the quality of teaching is good. Provision of computer bays in classrooms is a good organisational strategy, enhanced by effective written instructions and prompts. Clear and effective questioning ensures all pupils understand. Teachers provide good opportunities for skills development. They give feedback and encouragement. When teaching skills directly, teachers are informative and supportive, drawing effectively on the pupils' previous learning.
5. The subject is led by an enthusiastic new co-ordinator, who has been instrumental in the adoption of a new scheme of work that demonstrates how skills across the attainment targets should be developed across the school. Word processing is an emphasis in the school and done well. However, where the pupils draft and redraft their compositions on paper, there is little evidence of them using the more appropriate facilities of the computer for this purpose. There are clear indications of the planned use of software across the wider curriculum, in mathematics, science, history and geography. Procedures for assessment of the pupils' attainment are in place, which indicate that such information enables teachers to plan future provision to overcome difficulties. The introduction of a personal disk on which each pupil will store work, will further facilitate the monitoring and assessment of attainment.

Religious education

1. The school bases its religious education on the local authority Agreed Syllabus, 'Open Worlds'. The pupils learn about Christianity and to a lesser degree, Hinduism and Judaism. In addition to a weekly lesson the pupils attend assembly where they sing a hymn, listen to a prayer and to a story. Assembly time is also used to discuss celebrations such as Succoth. On this occasion a visitor of the Jewish faith came and explained to the pupils how she celebrated harvest and brought with her a symbol of that festival.
2. In the reception class, the pupils re-enacted the story of Zacchaeus with great enthusiasm, maintaining a spontaneous dialogue. In Year 1, the lesson begins with a book 'Little Bear Lost' and the pupils are asked to empathise with the characters. They then make invitations, and other artefacts to celebrate the return of Little Bear. By the end of Key Stage 1, the pupils use 'Mr Rabbit and the Lovely Present' as a basis understanding that at harvest time people say thank you to God for the gift of food. The pupils are asked to look around as they go home to observe the beautiful things in the world around them and reflect upon it. At the start of Key Stage 2, the pupils listen to Bible stories and are told that the Bible is made up of many books and this is demonstrated to them. The pupils understand that the Bible is special and that God is everywhere.
3. The quality of teaching observed is generally good. Older Key Stage 2 pupils listen to their teacher explaining why 'Dancing Star' is a special book for her, as it enables her to feel secure, less lonely and that it is special because of who gave it to her. This is to make a comparison with the Bible. The pupils went on to express why their book was special to them. The Year 5 and 6 pupils have produced a collection of writings called 'Images of God' in which they developed their impressions of what God was like. The co-ordinator supports the staff effectively.

Art

1. The pupils' standards are in line with national expectations and their knowledge and understanding of art and artist is developing. It was not possible to see all of the art available during the inspection, but evidence was gained from a survey of the pupils' present and previous work and teachers' planning. The pupils are given opportunities to investigate and make using a variety of media, but little was seen of three-dimensional art. In the reception class, children demonstrated the skill of colour mixing when trying to reproduce a teddy bear colour. They are able to paint figures with recognisable faces, bodies and limbs in the right proportions. Later in the key stage, the pupils design cereal packets and dress teddy bears involving the use of a mouse to position garments. By the end of Key Stage 1, the pupils are able to make teddy bears from clay using the ball and sausage technique and successfully join them together. They make drawings of toys showing how carefully they observe the small nails that hold them together and capturing the expression of the dolls.
2. In Key Stage 2, the pupils illustrate book covers such as 'Not Now Bernard' and using information technology are introduced to the style of Seurat, with repeating patterns. Most art work supports the current topic, which was the Ancient Greeks, during inspection week. The pupils reproduce the patterns found on Greek pottery using a build up of colour and scraper tools. There is evidence of silhouettes on sunscapes, repeat printing with self made blocks, tie dye and appliqué on a batik background. All pupils show a developing range of skills and competence. In the latter part of Key Stage 2, the pupils are able to record observations using line and tone to produce a still life charcoal sketch of a pupil in Greek clothing.
3. A range of media and techniques are used, although more two-dimensional work is produced. A spiritual and cultural dimension is in evidence through the works of famous artists, such as Kandinsky and mature concepts are introduced to even the youngest pupils. An adequate time allocation is given to the subject and two teachers specialised in art in their initial training.
4. The school follows a four-year planning cycle, which repeats itself, alternate years, with a different content. The school has a policy, but it does not identify assessment procedures. A Certificate of Artistic Merit, which goes into their Record of Achievement, rewards the pupils who produce work of a high quality in art.

Display work celebrates the pupils' achievements.

5. The co-ordinator has been recently appointed to the post. She has drawn up an action plan for the immediate and longer term that includes an audit of staff expertise and a portfolio of the pupils' work for assessment purposes.

Design and technology

1. Only one lesson was observed and there was only limited evidence from the pupils' work. Evidence from these, from the teachers' planning and discussions with the pupils and teachers, indicate that the pupils are attaining at least in line with national standards. The pupils in both key stages make satisfactory progress.
2. Year 4 and 5 pupils make products linked to their history topic, using mainly fabric. They discuss their initial ideas but do not record them. Their enthusiasm and hard work ensures that this is a successful activity and the pupils made good progress in their making skills. Completed work displayed around the school indicates that pupils work carefully and take a pride in the finished product, which is generally of a good standard. In discussions with older pupils they demonstrate that they have good ideas and have explored these with interest. Only limited evidence of planning by the pupils is recorded and the pupils do not evaluate their products as they develop.
3. The pupils are enthusiastic about the work they do. They talk with confidence and understanding about their work. They take a pride in their finished products. They explain how they make their structures and artefacts.
4. The scheme of work clearly identifies a range of design and make projects and highlights progression in skills and knowledge for each year group. Resources are satisfactory and are well organised so that the teachers and the pupils have easy access to them. The staff plan together in key stage groups and the subject leader has only just taken up the responsibility and is extending her own skills. She monitors the teachers' planning but, as yet, not the pupils' work. Good links are made with other subjects particularly literacy, art and science.

Geography

1. Very little geography teaching was observed during the inspection week, but an evaluation of available evidence in the pupils' work, on display, discussions with staff and a review of resources were sufficient to make judgements on standards and the quality of provision. Standards and progress in geographical skills and knowledge are at least satisfactory throughout the school.
2. In the reception class, the beginning of geographical understanding is effectively promoted by the provision of well-planned activities developing the idea of places of importance to young children, such as home and school.
3. By the end of Key Stage 1, the pupils have a satisfactory knowledge of location and the characteristics of places. They can explain the physical features of the school and the village; and use the local creek whilst studying rivers. They understand that places have good and bad aspects, and express their own views confidently. They can readily identify features on maps, starting to use appropriate geographical vocabulary.
4. Available evidence indicates that by the end of Key Stage 2, earlier work is developed effectively when local tides provide data for the pupils to analyse. Comparisons with distant places, such as Chembakoli village in India, provide geographical knowledge. Older pupils study temperatures around the world, and the Beaufort Scale, in a weather project. A residential school journey to the Isle of Wight has both a geographical and historical focus, and enriches the curriculum. There is good use of information technology in this subject.

5. The co-ordinator is new in post, combining the subject with history. She monitors teachers' planning but not the quality of learning. The teachers' enthusiasm for the subject, coupled with recent spending on quality resources, effectively supports learning.

History

1. In reception, a good foundation of historical thinking and enquiry is laid, through projects like 'Toys' or considering the pupils' first day in school. The pupils can speak about time passing.
2. By the end of Key Stage 1, standards and progress are satisfactory. The pupils use artefacts and good quality photographs as historical sources, when investigating changes in the lives of schoolchildren through the use of traditional toys. They have an emerging sense of chronology when comparing old and 'newer' teddy bears.
3. By the end of Key Stage 2, standards and progress are good. The pupils are engaged and motivated by history. They are keen to use reference materials and pose questions in class. They handle artefacts carefully. They have good factual knowledge of Ancient Greece. They show a good sense of historical enquiry; as when a pupil writes a diary in the style of Howard Carter and tells how shocked the explorer was by the paintings of Tutankhamun. Other pupils prepare a newspaper report of the events of the ancient Olympics on the computer.
4. The quality of teaching is satisfactory in Key Stage 1 and is good in Key Stage 2. In Key Stage 1, teachers plan coherently and have clear objectives when introducing concepts such as chronology by discussing the passage of time. In Key Stage 2, teachers give very good explanations and emphasise differences between Ancient and Modern Olympic Games. The pupils are introduced to important historical concepts such as change and continuity and historical enquiry. They get involved in research, selecting relevant information for a specific purpose. Throughout the school, teachers draw effectively on the pupils' earlier work. There is generally an appropriate balance between imparting information and encouraging the pupils to find out about the past for themselves. There is good use of information technology in this subject.
5. Co-ordination and management is constrained this year by lack of a budget and time to monitor. Nevertheless, the co-ordinator checks teachers' planning. Overall, enthusiasm for the subject, coupled with recent spending on quality resources, effectively supports learning. The subject is enhanced by visits to the local church and the former school; and to museums and more distant historic sites, such as Barleylands Farm Museum. Older pupils also enjoy a residential school journey to the Isle of Wight that has a historical and geographical focus.

Music

1. By the end of both key stages, standards of achievement are in line with national expectations and progress is sound. Lessons were seen in both key stages and in the reception unit. Overall the attainment is sound. The school has provided a commercial scheme to support the teaching. The pupils' progress through the scheme with a weekly music lesson.
2. At Key Stage 1 the pupils can clap rhythms with their teacher, compose music using symbols to represent sounds and learn that a composer writes music. They choose appropriate instruments to accompany 'We're going on a Bear Hunt' and play them at the correct time. In Key Stage 2 the pupils know what the conductor's role in the orchestra is, and are taught to regard a concerto as a musical sandwich with recurring tunes and solo parts. The pupils find it difficult, at first to identify recurring tunes and are unable to name a French horn, when shown a picture. They do recall hearing the music in assembly, which is an effective listening time. By the end of the key stage the pupils know that concertos have soloists and an orchestral backing. They remember the names of famous composers such as Vivaldi and Bach and are able to pick out and name the solo instruments such as the recorder, violin and harpsichord. They learn new

musical terms in almost every lesson and known vocabulary is re-inforced.

3. The quality of teaching is at least satisfactory. Planning is good, in one instance it progressed from selecting and playing; to accompanying a story, to producing a picture from the story and sounds. Teachers are able to make pupils' understanding more meaningful and encourage them well.
4. The curriculum covers composing, listening and appraising in appropriate detail but less in performing. Two recorder groups meet weekly during lunchtime with the help from a parent, and two choirs attend local musical festivals.
5. The school has enough untuned percussion instruments for class use, and the scheme comes complete with compact discs and worksheets, making it self contained.
6. The co-ordinator assists teachers if there is a problem with resources or with the scheme but does not monitor work in other classes. The school does not keep individual pupil records for music and does not evaluate the effectiveness of the scheme.

Physical education

1. The pupils' attainment is generally above average by the time they leave the school. Games and gymnastic skills are increasingly refined. The pupils in both key stages are able to develop sequences confidently, both individually and in pairs. Older pupils develop good ball skills, linked to basketball. They experience small-sided team and individual games and apply the skills they have learned well very effectively.
2. Reception pupils move round safely, stopping and changing direction when instructed by the teacher. They make effective use of space in the hall and show a good level of control. They understand the importance of warming up. Year 1 pupils move in a variety of ways, such as jumping and skipping, with differing amounts of success. In Year 2, the pupils pass and catch balls with reasonable control. The pupils in Years 3 and 4 develop ways of travelling with reasonable skill and thought, both on the floor and on apparatus. Year 5 pupils make very good progress in extending their gymnastic and ball skills. Year 6 pupils also make very good progress in passing and catching skills related to basket ball.
3. The pupils are enthusiastic and keen to take part in physical education activities. They listen carefully to instructions and consider how they can improve their performance. They appreciate the need for safety when carrying equipment or working with others. The pupils are always suitably dressed for physical activity. The pupils with special educational needs are well-integrated into physical education lessons and make good progress.
4. Overall the quality of teaching is good. In those lessons where teaching is very good, they are very carefully planned with clear learning objectives and high expectations. Teachers manage lessons very well and a high standard of behaviour is maintained. Care and attention is given to the pupils' safety. Effective use is made of the pupils' performance to demonstrate good practice. Where less successful teaching is observed, the pupils are not sufficiently challenged, allowing some pupils to become restless and not making sufficient progress.
5. There is a policy and effective scheme of work, which gives structure and direction to the teaching of this subject. It includes all areas within the Programme of Study. The new co-ordinator is able to build upon the work established by the previous co-ordinator and brings the knowledge and expertise, to support the rest of the staff and further extend the quality of learning. The co-ordinator monitors the planning each term but there is limited opportunity to observe other lessons. Resources for the subject are satisfactory. Extra-curricular sporting activities effectively provide support to the subject and extend the Key Stage 2 pupils' learning.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

6. The team consisted of four inspectors, including a lay inspector, who spent a total of fourteen inspector days in school. The inspection team:
- . spent 35 hours observing 47 lessons and reviewing children's work;
 - . attended a sample of registration sessions attended assemblies and a range of extra-curricular activities had lunch with the students on several days;
 - . observed students' arrival at and departure from school;
 - . observed nearly all teachers at least once and most several times;
 - . had discussions with the Headteacher, teaching and non-teaching staff, the Chair of Governors and other governors;
 - . reviewed all the available written work of a representative sample of three pupils from each year group;
 - . held informal discussions with many pupils;
 - . analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - . the school prospectus;
 - . school policies;
 - . the Governors' Annual Report to Parents;
 - . minutes of governors' meetings;
 - . financial statements;
 - . the School Development Plan
 - . subject policies and planning;
 - . the pupils' reports and records, including special educational needs records

Held a meeting attended by 16 parents and considered 25 responses from parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of special education needs	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	155	2	21	17

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	7.2
Number of pupils per qualified teacher	22

Education support staff (YR – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	40

Average class size:

26

Financial data

Financial year:	1999
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	£
Total Income	264,007
Total Expenditure	274,659
Expenditure per pupil	1,855
Balance brought forward from previous year	17,682
Balance carried forward to next year	7,030

PARENTAL SURVEY

Number of questionnaires sent out:

155

Number of questionnaires returned:

25

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	24.0	72.0	4.0		
I would find it easy to approach the school with questions or problems to do with my child(ren)	40.0	56.0	4.0		
The school handles complaints from parents well	20.8	62.5	16.7		
The school gives me a clear understanding of what is taught	8.0	76.0	8.0	4.0	4.0
The school keeps me well informed about my child(ren)'s progress	28.0	60.0	8.0	4.0	
The school enables my child(ren) to achieve a good standard of work	32.0	64.0	4.0		
The school encourages children to get involved in more than just their daily lessons	24.0	48.0	28.0		
I am satisfied with the work that my child(ren) is/are expected to do at home	33.3	50.0	16.7		
The school's values and attitudes have a positive effect on my child(ren)	44.0	52.0	4.0		
The school achieves high standards of good behaviour	40.0	56.0	4.0		
My child(ren) like(s) school	48.0	48.0	4.0		