

# **INSPECTION REPORT**

**Finchingfield C of E Primary School  
Finchingfield**

**LEA area: Essex**

**Unique Reference Number: 115107  
Inspection Number: 186659**

**Headteacher: Mrs A G James**

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**Reporting inspector: Mrs T Chakraborti  
12603**

**Dates of inspection: 27 - 29 September 1999**

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:	Voluntary controlled
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Vicarage Road Finchingfield Braintree Essex CM7 4LD
Telephone number:	01371 810423
Appropriate authority:	Governing body
Name of Chair of Governors:	Mr G Powdrill
Date of previous inspection:	January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
T Chakraborti, RgI	Mathematics	Attainment and progress
A Birch, Lay Inspector	Science	Teaching
		Attitudes, behaviour and personal development
		Attendance
L Shatford	English	Curriculum and assessment
	Information technology	Pupils' spiritual, moral, social and cultural development
	Geography	Staffing, accommodation and learning resources
	History	Efficiency
	Physical education	
	Equal opportunities	
	Special educational needs	

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## **MAIN FINDINGS**

### **What the school does well**

- The school's ethos is very good and its aims, values and policies are implemented very effectively.
- The leadership and management of the school is good. The headteacher has clear educational vision and is supported very well by the deputy headteacher, all other staff and the governing body in her task of leading the school forward and improving the standards of attainment.
- The relationships between staff and pupils and between pupils themselves, are always very good. The school is successful in promoting the very good behaviour of its pupils and the procedures for monitoring discipline, and good behaviour are good.
- The school has very good links with parents and the community and promotes pupils' educational and social development very well through these links. Parents are provided with comprehensive information about the school and their children's progress.
- The quality of teaching is good, especially at Key Stage 1.

### **Where the school has weaknesses**

- I. Pupils' standards of attainment in information technology in Key Stage 2 are below the national expectations and, by the end of the key stage, they make unsatisfactory progress. This is because of inadequate provision of computers in school, as a result of which pupils have very limited opportunities develop their skills to the expected level.
- II. Use of assessment in Key Stage 2 is underdeveloped and has yet to inform future planning consistently to promote progression between the years.
- III. The co-ordinators' roles are insufficiently developed.
- IV. Provision for under-fives is inadequate as the school has no outdoor play area for them.
- V. The school has no charging policy.

### **How the school has improved since the last inspection**

The school has overcome most of the weaknesses identified in its previous OFSTED inspection in 1996, in spite of high staff turn over and the upheaval caused by the building work during the last two years. The headteacher has made a number of improvements in order to address the key issues identified in the last inspection. Policies and schemes of work have been developed ensuring appropriate coverage and continuity and planning has improved. There are effective procedures for assessment in core subjects, although they are yet to be consistently implemented and to be used effectively to inform future planning, in Key Stage 2. Data from teacher assessments and results of the national tests as well as baseline and other reading tests are collected and used to inform targeting. This has already been used to track pupils' progress in Key Stage 1 successfully. A plan for monitoring curriculum development and teaching is in place and some progress has been made in its implementation. Good teamwork involving the headteacher, governors and all other staff, including the teaching assistants, has taken the school forward successfully. The quality of teaching has improved and teaching assistants are teaching and supporting pupils very effectively.

Standards of attainment have improved significantly in English in Key Stage 1 and in science in Key Stage 2, but the standards in information technology still remain below the national expectations, due to



inadequate provision of computers. The school sees the development of writing, mathematics and information technology as its most urgent priority and has prioritised raising standards further in English and mathematics, in its development plan for the academic year of 1999-2000. Several developments are planned to take place in the area of information technology to improve its provision, for example, obtaining new computers and enhancing teacher expertise in this area. The school has prepared and designated an area in the library for delivering this curriculum area more efficiently.

The appointment of suitably qualified teachers and a good staff development programme have improved the quality of teaching since the last inspection. Detailed analysis of national test results are beginning to inform the school's practices and are used effectively for target setting.

Over the past two years the school has spent a considerable amount of money on all areas of the curriculum and has successfully improved the quality and quantity of the resources, particularly in the core subjects. This has had a positive effect in raising standards in English in Key Stage 1 and in science in both key stages. The school is well placed to make further improvements in all areas of the curriculum.

#### • **Standards in subjects**

This 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	•		Key
			<i>well above average</i>		A
			<i>above average</i>		B
			<i>average</i>		C
			<i>below average</i>		D
			<i>well below average</i>		E
English	C	C			
Mathematics	B	B			
Science	C	C			

The above grades in English, mathematics and science are based on 1998 national tests. Inspection evidence shows that standards have improved in science significantly.

#### • **Quality of teaching**

• <b>Teaching in:</b>	<b>Under 5</b>	<b>5 – 7 years</b>	<b>7 – 11 years</b>
English	Good	Good	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science	Good	Good	Good
Information technology	Satisfactory	Satisfactory	Satisfactory
Other subjects	Good	Good	Satisfactory

Teaching was satisfactory or better in 100 per cent of the lessons observed. Approximately 14 per cent

of teaching was very good, 56 per cent good and 30 per cent satisfactory. No unsatisfactory teaching was observed.

Majority of good and very good teaching was seen in Key Stage 1.

*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**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Very good behaviour throughout the school.
Attendance	Satisfactory and in line with the national average.
Ethos*	Very good ethos characterised by very good behaviour of pupils. Relationships between staff and pupils and between pupils are very good. Strong commitment to raising standards of all pupils.
Leadership and management	Very good leadership by the headteacher and a clear educational direction. Good involvement of governors in all areas of school life.
Curriculum	The school has worked hard to put curriculum policies and schemes of work in place to provide appropriate guidance for all staff and thereby improving the quality of teaching.
Pupils with special educational needs	Good provision. Pupils make good progress in relation to their prior attainment. All receive good support from teachers as well as teaching assistants.
Spiritual, moral, social & cultural development	Provision for spiritual, moral and social development is good. The provision for cultural development is satisfactory.
Staffing, resources and accommodation	Staffing is good. Resources are adequate to deliver the curriculum. Accommodation is well maintained and used efficiently, but inadequate for the effective delivery of certain curriculum areas.
Value for money	Satisfactory 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**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
VI. Encourages parents to play an active part in the life of the school.	
VII. Does keep parents well informed about their children's progress.	
VIII. The headteacher and teachers are approachable.	
IX. Handles complaints from parents well.	
X. The school's values and attitudes have a positive effect on pupils.	
XI. The school gives a clear understanding of what is taught.	
XII. Promotes a high standard of good behaviour.	
XIII. Enables pupils to achieve good standards of work.	
XIV. Encourages pupils to get involved in all aspects of school life.	
XV. Children like school.	
XVI. Homework is effectively used to support curriculum areas.	

Inspection findings support the very positive views expressed by parents. A comment from the parents, summing up at the end of the meeting, was, "We're a very happy bunch".

· **KEY ISSUES FOR ACTION**

To raise and sustain standards the governors, headteacher and staff should:

- XVII. improve standards in information technology in Key Stage 2, by improving the provision for computers to enable the staff to teach computer skills effectively; (Paragraphs 6, 15, 108)
- XVIII. improve the assessment system and the use of assessment to inform future planning in Key Stage 2, by adopting the good assessment procedures already in practice in science; (Paragraphs 39, 100)
- XIX. develop the roles of the co-ordinators in monitoring the planning and teaching in their curriculum areas; (Paragraphs 56, 100)
- XX. improve the provision for the learning experience of the under-fives by providing appropriate outdoor play area with appropriate equipment. (Paragraphs 32, 77)

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

- XXI. Governing body should produce a charging policy. (Paragraph 59)
- XXII. Improve the standards of writing further by giving pupils opportunities for developing descriptive extended writing, with imaginative use of a wide range of vocabulary. (Paragraphs 11, 88)
- XXIII. Improve day-to-day administration by updating the computer program to establish an overall consistent system. (Paragraphs 57, 69)

· **INTRODUCTION**

· **Characteristics of the school**

1. Finchingfield C of E Primary School is a small school, situated in a rural community in north west Essex, north of Braintree. The majority of pupils come from the immediate area of Three Fields ward, but the school also draws its pupils from a wider catchment area than Three Fields ward. Pupils live mainly in privately rented, privately owned or local authority housing. There are 68 pupils in the school accommodated in three mixed age classes. The percentage of pupils eligible for free school meals is broadly in line with the national average. The percentage of pupils identified as having special educational needs is below the national average. There is one pupil with a Statement of Special Educational Needs which is below the national average. The school has no children who speak English as an additional language and there are no pupils recorded belonging to minority groups. There were only two children who were under five years of age. Children under five start the school in the term in which they become five and are, currently, taught in a mixed age class, alongside reception and Years 1 and 2 pupils.
2. The previous OFSTED inspection report that the overall standards of attainment of pupils are satisfactory in most subjects, 'although in English they are often better'. The report states that

'the school needs to develop strategies for building on existing good practice to help it focus more on overall achievement and ensure that pupils maintain and extend their levels of achievement consistently'. The accommodation has improved by the addition of dividing walls to produce three separate classrooms and this has a positive effect on pupils' ability to concentrate and develop a working ethos.

3. The present headteacher took over in September 1997, five terms after the last OFSTED inspection. Since then high staff turn over, building work and changes in the governing body meant that the then new headteacher faced enormous difficulties all of which needed immediate attention. However, the school feels that over the last year it has achieved a great deal and is poised on the point of taking off and making this school a highly effective and rewarding place for pupils and adults. The school's priorities include the raising of standards in information and communication technology, literacy and numeracy.
4. The school aims to offer its pupils high quality education, to develop all pupils to their highest potential and to ensure equality of opportunity for all its pupils. It also aims to encourage pupils to maintain a clean and safe environment and to develop good links between school, parents, parish and the wider community. It has set targets for raising standards in English and mathematics to 90 per cent for pupils in both key stages by the year 2000.

#### 4. **Key indicators**

##### **Attainment at Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Total
	1998	8

##### **Attainment at Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Total
	1998	7

The Standard Assessment Test results have not been shown because of the small number of pupils involved.

#### 4. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	6.1
	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.4

4.

#### 4. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

#### 4. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	68
	Satisfactory or better	100
	Less than satisfactory	0

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

5. Standards of attainment on entry to the school are in line with the level found normally in children of this age. Children make good progress in all areas of learning and by the time they reach statutory school age, they attain standards that are in line with the Desirable Learning Outcomes for children of this age. In language and literacy, children listen well and respond confidently to teachers' questions during story times. They enjoy taking part in rhymes and songs, recognise letter sounds and read simple texts using picture clues. In mathematics, children can count up to ten using fingers and multicubes and recognise shapes like circles, triangles and squares.
6. By the end of Key Stage 1, pupils' attainment is above the national expectations in English. It is in line with the national expectations in mathematics and information technology. In science, in teacher assessment, attainment is well above that expected of this age. In all other subjects, pupils attain standards that are in line with what is expected of this age. Pupils make good progress in English, music and physical education and satisfactory progress in all other subjects. By the end of Key Stage 2, pupils' attainment is above the national expectations in science. Attainment in English and mathematics is in line with the national expectations, but it is below the national expectations in information technology. In all other subjects their attainment is at the expected standards. Pupils make good progress in science. They make satisfactory progress in all other subjects except in information technology where it is unsatisfactory. In religious education, pupils in both key stages achieve standards that are in line with the expectations outlined in the locally agreed syllabus and make satisfactory progress.
7. The school's cohort size varies considerably from year to year. For example, the 1999 cohort size of 15 pupils is much bigger than 1998 cohort of seven pupils. As it was such a small cohort, the results were not published in 1998. This variation in cohort size makes the comparison of the national test results unreliable. This factor has to be borne in mind while reading the following comparison of the school's test results.
8. The results of the 1998 national tests show that attainment of pupils reaching Level 2 or above at the end of Key Stage 1, was above the national average in reading and writing and in line with the national average in mathematics. In comparison with schools with pupils from similar backgrounds, pupils' attainment is average in reading and mathematics and well above in writing. Standards, as shown in the test results, have been consistently above average, taking the last three years 1996 to 1998 together, in reading and writing. 1999 national test results show significant improvement over the 1998 results in reading and writing where almost 100 per cent of pupils achieved Level 2 or above. This is due to the effective implementation of literacy strategies and the school's recently established procedures of tracking pupils' progress throughout Key Stage 1, using a range of tests including baseline assessment and national tests. At the end of Key Stage 2, the 1998 test results show that the percentage of pupils reaching Level 4 in English was below the national average, but close to the national average in Level 5. In mathematics the percentage was close to the national average in both Level 4 and Level 5. In science, the percentage reaching Level 4 was well below the national average but the percentage reaching Level 5 was close to the national average. Taking the three years 1996 to

1998 together, however, attainment of pupils in all three core subjects is above the national average. In comparison to similar schools the standards are average in English and science and above average in mathematics. 1999 national test results show that in science, significant gains have been made with an improvement of 24 per cent over the 1998 test results, bringing the percentage of pupils achieving Level 4 or above to 93 per cent. There is also some improvement in standards in mathematics over the 1998 test results. In English, there is no significant difference between the 1998 and the 1999 test results. There is no significant difference between the performances of boys and girls.

9. By the end of both key stages pupils attain standards in listening and speaking that are in line with the national expectations. Pupils' speaking skills are good at the end of both key stages. Pupils' listening skills are not so well developed but are in line with expectations at the end of both key stages. At the end of Key Stage 1, pupils make relevant comments and respond with understanding and confidence. At the end of Key Stage 2, pupils are confident expressing their ideas and answering questions. Their use of standard English is generally good and they make use of a varied vocabulary.
10. Attainment in reading is above the national average at the end of both key stages and pupils make good progress in reading throughout the school. At Key Stage 1, pupils are beginning to use picture and phonic cues appropriately. They read accurately, with higher attaining pupils developing expression. They describe events and make simple predictions based on their understanding of what has been read. Pupils display a good understanding of non-fiction texts, knowing how to locate information using the contents and index pages. Throughout Key Stage 2, pupils develop appropriate reading skills. They self-correct, indicating they are understanding what is read. At the end of Key Stage 2 pupils read an appropriate range and often challenging texts. They confidently discuss texts and talk about the style of their favourite authors. They use their knowledge and skills for using non-fiction texts effectively to scan for required information. They are, however, less able to summarise succinctly or justify their ideas by referring to the text.
11. In writing, pupils undertake a good range of work, but do not always gain sufficiently from it as the writing skills are not practised consistently. Additionally, tasks are not always sufficiently well matched to the needs of differing groups of pupils especially at the end of Key Stage 2 and this limits progress. Pupils' skills for imaginative and descriptive extended writing, including redrafting skills are insufficiently developed. The school has recognised this. The use of marking is underdeveloped as a tool to inform pupils of progress or to set targets for future learning. Opportunities for developing writing skills across the curriculum have yet to be fully utilised. Overall, pupils make satisfactory progress.
12. Attainment in mathematics is in line with the national expectations in both key stages and pupils make satisfactory progress throughout the school. At Key Stage 1, pupils experience a variety of tasks that enable them to consolidate and improve the basic skills of number. By the end of the key stage they discuss their work using mathematical language, such as 'double' and 'halve'. Most can apply their increasing knowledge of place value and are able to count to 100 in fives, tens and 20s. Most can measure using standard units, name two and three-dimensional shapes and record mathematical data in simple forms.
13. At Key Stage 2, pupils develop their own ways of dealing with mathematical problems using their acquired knowledge and skills and learn appropriate mathematical language. They count to the nearest 100 effectively and recognise proportions using fractions. Higher attainers simplify fractions using factors and explain their working strategies. By the end of the key



stage, most know about the properties of common shapes and develop strategies for problem-solving.

14. By the end of both key stages, pupils' attainment in science is above the national expectations and pupils make good progress in developing their knowledge and understanding of science across the key stages. A firm foundation of the basic skills of scientific enquiry is developed through investigative tasks at both key stages. Pupils recognise the need for conducting a fair test and develop knowledge and understanding of scientific principles and vocabulary. Older pupils in Key Stage 2, are able to predict and form hypotheses successfully and learn to compare them with the results of their experiments. Some are able to use their information technology skills effectively to enhance their learning in science.
15. In information technology pupils in Key Stage 1 achieve standards that are in line with the nationally expected levels and they make satisfactory progress. By the end of Key Stage 2, the standards achieved are below the national expectations and the progress is unsatisfactory. At Key Stage 1, pupils learn to control the mouse when using a picture building program to form a face. They can access the program and at the end of the key stage, they are confident in operating a spelling program. They are able to use programmable toys, a word-processing program and, with support, simple databases. No audio tape recorder is available for them to use independently, for example, to listen to stories. At the end of Key Stage 2 evidence shows that attainment is below the national expectations and progress is unsatisfactory, though it is satisfactory in early Key Stage 2. This is, mainly, due to the lack of resources, resulting in insufficient opportunities for direct teaching to develop various computer skills which are appropriate to these pupils' age group and ability. In word processing, pupils continue to practise the skills they learnt in previous classes, but are not yet able to import text or graphics. They use Logo programs which are mainly suitable for Key Stage 1 pupils. Evidence from discussion with pupils suggests that some pupils are confident in accessing information from a CD-ROM. Some are able to print off information to support work, for example in history and geography, but most are not able to download or to cut and paste. During an educational visit in geography pupils in Years 5 and 6 had some experience of using a digital camera, thereby enhancing their understanding of technology.
16. In religious education, pupils demonstrate a developing awareness of religious customs and celebrations. They learn about Christianity, Islam, Hinduism and Judaism. Most pupils show a growing understanding of beliefs and practices relating to some of the major world religions. They appreciate stories from different world faiths such as, the story of 'Ramayana' and learn about the symbolism associated with different religions.
17. Throughout the school, pupils with special educational needs make good progress in relation to the targets set for them, particularly in English. The good provision made for them ensures that their progress in other subjects is good.

#### **Attitudes, behaviour and personal development**

18. The attitudes of the children are good, as they were at the time of the last inspection. In lessons, the pupils show interest in their work by responding to their teachers' questions with enthusiasm and being actively engaged in the tasks set. For example, the pupils were very interested in studying maps in geography and enjoyed learning about newspaper headings in the literacy hour. Generally, pupils sustain concentration for long periods of time, particularly in the literacy hour and geography. Pupils contribute confidently to discussion in lessons with each

other, the teacher, with support staff and other adults. They work well together and share equipment willingly with each other, such as when they work on computers. Pupils have the opportunity to work independently in class and at home on activities set by the teachers. The school has incorporated a scheme of reading partners, involving the older and younger pupils. This encourages the pupils to share their knowledge that further enhances their learning. They take pride in their work, especially in numeracy when they are working with the new high quality books, in their artwork and in their contributions to the making of the Millennium Quilt.

19. The pupils' behaviour is very good. The comprehensive procedures for rewards and sanctions actively encourage good behaviour. This is particularly evident at lunchtimes when pupils are encouraged to take responsibility for the management of their own conflict. If they fail to do this, their names are written in a Behaviour Log. As a result of this behaviour has improved. The pupils have been involved in developing their own school rules in the school meetings, and in creating their own class rules. There were no exclusion in the past year. Bullying of any kind is rare and teachers deal with any rare occurrence promptly and effectively.
20. The very good relationships the pupils have with each other, the teachers and other adults is a strength of the school. A high level of respect between pupils and teachers is evident in the classrooms. The pupils are actively encouraged to articulate their views and beliefs in circle time and in the highly successful school meetings which develop their self-esteem and confidence.
21. The personal development of the pupils is good. They are involved in the daily routines of the school through leading some assemblies and setting up Class 3 for daily assembly. The older pupils help to organise the younger children and care for their welfare. Pupils are encouraged to take greater ownership of their own progress through setting their own targets and monitoring progress. Pupils give great thought to this process and write clear targets in the annual reports to parents. The involvement in the school meetings, particularly for the class representatives has greatly contributed to their personal development by giving them confidence in communicating with others. As a result of attending a conference in Chelmsford some pupils initiated a new way of holding the school meetings. They formulated and presented their ideas to the school, which has adopted the new way, as it involves a more effective use of time.
22. There is good involvement of the children in the life of the local community through visiting local places, helping with the garden and presenting drama productions for the local people.
22. **Attendance**
23. Attendance is satisfactory. It is in line with national figures, as it was at the time of the last inspection. All staff, in line with the education welfare services guidelines carry out registration promptly and consistently. Parents are nearly always diligent in notifying the school of their child's absence. However, there is a higher than the national rate of authorised absence due to a minority of families who take their children on holiday in term time. Most children arrive at school in good time, and those that arrive late follow the procedures resulting in minimum disruption for the class.

23. **QUALITY OF EDUCATION PROVIDED**

23. **Teaching**

24. The quality of teaching is good, overall. In 100 per cent of the lessons observed teaching was satisfactory or better. In 14 per cent of lessons teaching was very good, in 54 per cent it was good and in 32 per cent it was satisfactory. No unsatisfactory teaching was observed. The overall quality of teaching has improved significantly since the last inspection where there was some unsatisfactory teaching. High staff turn over during the past two years means that all but one of the teachers have been appointed during the past year. In addition, teacher assistants have been appointed and trained very well to support pupils' learning, under the guidance of the class teachers. These factors, coupled with the successful implementation of literacy strategies, especially in Key Stage 1, have made a very positive contribution to the quality of teaching.
25. The majority of good and very good teaching was seen in Key Stage 1 where 27 per cent of teaching was very good, 64 per cent was good and nine per cent was satisfactory. The teaching at Key Stage 2 was very good in five per cent of lessons, good in 47 per cent and satisfactory in 48 per cent of lessons. The quality of teaching in the under-fives is always good.
26. In very good lessons, good pace, high expectations and very good class management make a positive contribution to pupils' attainment and progress. In the literacy lessons, challenging activities for all pupils ensure that pupils gain knowledge and understanding of story plots and characters. Very good teacher exposition and class organisation was observed in the Year 2 literacy and Year 3/4 science lessons. In music lessons the teacher's good subject knowledge and effective delivery enabled pupils to evaluate their own performance. Very good use is made of the teaching assistants who always proved to be very competent in supporting pupils' learning.
27. Teachers have a secure subject knowledge in most subjects. Overall they have a good understanding of the National Curriculum Programmes of Study in most subjects. Teaching is often marked by high expectations of both how well pupils can behave and how well they can learn. The planning generally has clear objectives and identifies activities that closely match the needs of different attainment groups. Teachers make good use of resources to support pupils' learning. These factors contribute strongly to the progress pupils make. The teachers are professional, enthusiastic and committed to raising standards.
28. Teachers know their pupils well and make satisfactory assessments of their progress in lessons. Detailed and effective procedures for assessment in science in both key stages and English in Key Stage 1 are followed and appropriate records are kept. Most teachers are good at providing challenging activities for higher attaining pupils.
29. Literacy and numeracy skills are taught effectively, especially in Key Stage 1. However, marking is not always used effectively to suggest strategies for improving standards.
30. Teaching of pupils with special educational needs is good, with some examples of very good practice. Teachers make very effective use of teaching assistants to support pupils with special educational needs. There is very good co-ordination between teachers, special educational needs co-ordinator and teaching assistants in daily planning. The quality of teaching by the teaching assistants and the specialist support teacher is very good and makes a significant

contribution to the progress pupils make. Planning and assessment by the special educational needs co-ordinator is good and used effectively to inform future provision.

30. **The curriculum and assessment**

31. Overall, the school's curriculum provision is good. The school provides a well-balanced and broad curriculum. Statutory requirements are met and religious education follows the local authority's agreed syllabus. The key issues raised in the last inspection have been met. Schemes of work are in place for all subjects except for art. Most of schemes are from the Qualifications and Curriculum Authority's schemes. These are currently being implemented and adapted to suit the school's needs. The planned use of information technology and mathematics across the curriculum is still being developed. Policies for sex education and equality of education have been put in place.
32. The curriculum for the under-fives is securely planned and clearly based on the areas of learning as well as the National Curriculum subject areas. Children are given opportunities to engage in activities that promote their personal and social skills and prepare them well for the next stage of education. However, the lack of access to large outdoor play area and large equipment mean certain aspects are not adequately covered for these children.
33. At Key Stages 1 and 2 the curriculum is planned as separate subjects with some successful cross-curricular links in art, history and geography. Useful policies are in place for the subjects with nationally recommended schemes of work being adopted as they are produced. Yearly plans are in place to ensure pupils have access to the full curriculum. In some foundation subjects this information is insufficiently detailed to ensure progression from class to class. Half-termly planning outlines learning objectives in each subject on a weekly basis. These half-termly plans are good but vary a little in quality from subject to subject and class to class. Weekly lesson planning identifies well-focused learning objectives in all subjects of the curriculum, especially in Key Stage 1. In Key Stage 2, planning for the needs of different groups of pupils is not sufficiently developed and this sometimes limits the progress some pupils make.
34. Appropriate emphasis is placed on literacy and numeracy. The literacy strategy has been developed very well at Key Stage 1 and is contributing to a rise in standards in English. The strategy is being developed well in early Key Stage 2, but as yet is not so effective at the end of the Key Stage 2. The numeracy strategies are being implemented from the beginning of the term and has made a good start. Planning for information technology is in place and is a sound base for the development of the subject. Access to hardware as been problematical and currently this and the time made available are limiting attainment and progress especially at the end of Key Stage 2.
35. Provision for equal opportunities is reflected in the school's very good ethos and equal opportunities policy. All pupils have equal access to the curriculum. Personal and social education, including sex and drugs education are appropriately planned for and delivered through subject specific lessons and through integrated topic work. The school provides satisfactorily for pupils' physical development despite the difficulties presented by the inadequacies of the accommodation. The range of extra-curricular activities provide good opportunities for pupils to develop their interests and skills in sport, music and languages and the majority of pupils attend these activities.

36. The provision for pupils with special educational needs is good. Pupils' needs are identified clearly in their individual educational plans. Programmes of work match their specific needs well and support by teaching assistants and the part-time special educational needs teacher is targeted well.
37. Overall, the school has sound procedures for assessment, with some good practice evident especially at Key Stage 1. This is an improvement since the last inspection.
38. The school has established a good assessment system for under-fives. The baseline assessment is used consistently and the results are used effectively to inform planning and to track children's progress.
39. At Key Stage 1 good use is made of standardised tests and national assessment tasks to set targets and monitor progress. This is a particular improvement since the last inspection. Assessment is linked well to key learning objectives in daily planning and effective use is made of these assessments. This is evident where teaching is well matched to the needs of pupils and consequently good progress is made. However, at Key Stage 2 the use of assessment is underdeveloped and has yet to consistently inform teachers' planning. Effective, detailed reading assessments and procedures for recording progress have been introduced since the last inspection. These have been effective in informing teachers of pupils' progress. Across the school, the use of marking is inconsistent and does not inform pupils how to improve their work. There are, however, some examples of good marking which inform pupils whether they have achieved the lesson's objective and set goals for future learning. This practice has the effect of also informing other teachers and teaching assistants of standards to be expected and specific goals to be achieved by individual pupils.

39.

#### **Pupils' spiritual, moral, social and cultural development**

40. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. The school's very positive ethos and very good relationships are very supportive of pupils' development. This positive picture reflects the provision identified in the last inspection report. The provision for children under five is equally good.
41. Spirituality is developed effectively through whole-school assemblies and collective worship. Pupils are helped to reflect on events and issues in meaningful ways. The importance of setting life-goals was demonstrated very well by pupils' football skills, despite very cramped accommodation. Work in religious education gives pupils good opportunities to gain an insight and knowledge of other faiths as well as Christianity. The school has good links with the local community. For example, local clergy visit the school and pupils visit local churches. This enhances their understanding. Personal and social educational lessons and circle times provide appropriate opportunities for pupils to reflect on many aspects of their lives. Work in history and geography helps pupils to empathise with people in other times and places. The school development plan identifies the intention to provide experiences that contribute to pupils' spiritual and emotional needs.
42. Provision for moral development is good. The daily life of the school is based clearly on principles of respect for persons and an understanding of the difference between right and wrong. The Children's Charter developed by pupils underpins their awareness of moral issues.

The behaviour policy, reward systems and their consistent practice across the school are all supportive of pupils' moral development.

43. Provision for pupils' social development is also good. The oldest pupils in the school form partnerships with the youngest through curriculum time set aside known as 'Adopt an Infant Reading' time (AIR). In fact, different activities take place that support both social and academic skills. This time is valued by parents, staff and the children. It provides for the very good relationships found in the school and makes a strong contribution to pupils' social development. Throughout the school teachers have high expectations of pupils' ability to work collaboratively and good opportunities are provided through different subjects of the curriculum. The school council provides pupils with the opportunity to exercise real responsibility as well as develop their social skills in a different setting. Residential visits for pupils in Years 5 and 6, visits to places of interest for pupils of all ages, and visitors to school, are used well to support pupils' all-round development.
44. Opportunities for pupils' cultural development are satisfactory. Pupils develop a sound understanding of their own and others' culture through work in art, music, dance, geography and history. For their performance for the 'Over 60s Club' pupils learnt traditional and modern dance and played music originating from non-European countries. Currently, the range of work, and ultimately pupils' appreciation of different cultures, is being limited by the reduction in time spent on the arts and geography and history, due to national initiatives. Pupils acquire a satisfactory understanding of other cultures through religious education lessons and celebratory assemblies. Year 6 have the opportunity of developing their interest in other European countries through the French and German Club. The school's multi-cultural policy provides helpful guidance to teachers but has yet to be adapted to take into account the constraints mentioned.
44. **Support, guidance and pupils' welfare**
45. Parents consider that the school offers good support, guidance and welfare of their children. The school monitors the progress and personal development of the pupils well. Monitoring of the pupils' progress is carried out regularly, both informally each day and, to a lesser extent, more formally as assessment records which are set against the learning objectives for each stage in the curriculum. Teachers employ a targeting strategy for pupils to achieve as a means of developing progress. Monitoring of this progress is carried out through evaluating the results of the national tests and implementing other standardised tests. The individual education plans developed for each child with special educational needs are well devised. The school values the support given by the support agencies, in particular the school nurse and educational psychologist.
46. The manner in which good behaviour is promoted and discipline is implemented is done well. This has been achieved through great input from the headteacher. There is now a comprehensive and positive behaviour management policy that is clearly explained to the pupils and parents. As a result of this work the school concentrates on rewards through public recognition of achievements, praise, stickers and certificates presented by the teachers and headteacher. The ultimate accolade is the Governors' Award for the greatest contribution to school life of a Year 6 pupil. A series of sanctions, such as entry into the Behaviour Log, are only used when reasoned discussion has failed to correct anti-social behaviour. The implementation of the extra playtime provision and the use of the log have raised behaviour standards. Bullying is rare and when it does occur it is handled promptly by both staff and

governors.

47. There are satisfactory procedures for promoting good attendance through regular reminders in the newsletters, in the home/school agreement and at parents' meetings. Generally, parents adhere to these. However, there are still a few families who consistently take their children on holidays in term time. Although attendance is monitored informally by the teachers the education welfare service regularly monitors it effectively.
48. The manner in which the school promotes health, safety and wellbeing of the pupils is good. There are very good first-aid procedures in place. There are three members of staff qualified in first aid and all other staff have received basic training. There is first-aid equipment in each classroom, which is taken with the pupils to the local playing field or hall for sports. As there are thorough risk assessments carried out for educational visits and for physical education lessons there is ample supervision and support for the pupils. The school takes any accident to a pupil's head very seriously. After contacting the parent or other named person a first aider takes the injured pupil to the local medical surgery for assessment. The child protection procedures comply with the Essex Child Protection Committee requirements. There are plans to train the person designated for child protection and all staff in these procedures and an awareness of recognising instances of abuse. Healthy eating is encouraged through lessons. Sex education is taught within the science curriculum. The school nurse organises a 'Growing Up' evening for parents and children in Year 6.
49. The health and safety policy and procedures are in place. They are implemented well with regular fire drills, health and safety checks each term and annual audits carried out by Essex Education Authority. Any health and safety concerns are documented and corrective action is taken accordingly. Although the school is maintained to a high level, and areas of it are newly built, the toilet block is in need of refurbishment. Although the leaking roof above the toilets has been repaired, the ceiling has not. Also, the condition of the boys' toilets is not satisfactory.

#### **Partnership with parents and the community**

50. Communication with parents has improved since the last inspection. There is more information for parents. In particular, there is a very comprehensive school brochure, and a behaviour policy that clearly explain the school's aims, and Children's Charter for good behaviour. Parents are pleased with both the number of regular newsletters and the new-style annual reports that inform them of their child's progress, strengths, areas for improvement and current standards in all subjects. The newly introduced home/school agreement has been very well received by parents and pupils alike. The governors' annual report does now include provision for pupils with special educational needs. However, it omits to include the facilities the school has for disabled pupils. Parents consider the teachers to be most approachable and feel able to discuss any concerns they have about their children. As part of the school mission is to inform parents of their child's progress teachers are available every Tuesday, after school, to discuss with them any aspect of their child's learning, such as the topics to be covered that term. This is in addition to the parents' meetings that parents find very informative and the curriculum boards displayed in every classroom.
51. The support for pupils with special educational needs is very good. Parents consider that the school closely monitors their children's progress and establishes very good lines of communication with them.

52. The parents' involvement in their children's learning is very good. Parents are actively involved in all aspects of school life. For example, there is very good support from a number of parents who listen to pupils read, make pottery artefacts and help with sewing. At the moment all pupils are creating a Millennium Quilt by designing and making their own squares as part of the large one. The school considers that the implementation of the comprehensive homework policy has improved dialogue with parents and enhanced pupils' performance. This has been achieved by encouraging parents to be involved in their child's learning at home by helping them with their homework, such as listening to reading and assisting with spellings, numeracy and specific research work. The Finchingfield School Association is very active in raising funds for the school through car boot sales, stalls at the village fair, organising an egg hunt and line dancing evenings.

53. The enrichment the pupils achieve through links with the community is good. There are coaching sessions with football coaches and the Essex Cricket Club. The school is actively promoting itself in the community through links with the local village magazine, the church and the local playgroup and schools. The school also provides food for both a meals-on-wheels service and a luncheon club for the local senior citizens. To develop an understanding of citizenship the pupils are planning to present a senior citizens' concert as they did last year. They also fund-raise for a number of charities of which the National Children's Homes is one example.

53. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

53. **Leadership and management**

54. The leadership and management of the school is good. The headteacher provides clear educational direction and strong and purposeful leadership. She has led the school efficiently during the difficult period since her appointment when major building work, high staff turn over and the sudden death of the previous deputy headteacher caused a great deal of upheaval in the process of taking the school forward. Many new strategies have been put in place since the previous inspection to improve educational standards, such as reviewing policies, implementing schemes of work and appropriate assessment procedures. The Chair, governors and the headteacher work together very well and they are effectively supported by a hard working, committed team of staff. The governing body and staff have largely changed since the last inspection.

55. The governors are increasingly involved in all aspects of school life. They have a strategic view of the school's development through close liaison with the headteacher and staff and are successfully implementing the targets specified in the action plan. The Chair monitors the effectiveness of the school through meetings and regular contact with the headteacher. The governors have begun to monitor the curriculum by receiving regular reports on curriculum development from the headteacher and the co-ordinators. There are governors for literacy, numeracy and special educational needs who visit the school on a regular basis. This has improved the opportunity for the governors to know the staff and pupils well and develop a greater understanding of curriculum development. The literacy governor has established her role and work closely with the co-ordinator and the numeracy governor is developing her monitoring role gradually. The Chair himself leads the finance committee to ensure effective financial control.



56. Policies and schemes of work have been reviewed and revised appropriately. There are co-ordinators for all subjects of the National Curriculum, but their roles in monitoring their subject areas are at an early stage of development. Some of the teaching is monitored by the headteacher and most co-ordinators monitor planning and resources. A plan in place to make a small amount of non-contact time available to enable co-ordinators to fulfil their roles. Staff training needs are identified in the school development plan and the appraisal system is in place. The school development plan contains a strategic overview of the needs of the school for the current year and includes appropriate targets to address the further development of some of the key issues identified in the last inspection report and the effective implementation of the literacy and numeracy strategies.
57. The day-to day administration is satisfactory, but lacks rigour and an overall consistent system is not in place yet.
58. The school meets statutory requirements in its provision for pupils with special educational needs. The special educational needs co-ordinator, a part-time teacher successfully manages all aspects of provision works very well with the special educational needs governor who is developing her role effectively. A range of policies in the areas of behaviour, equal opportunity and health and safety guides the work of the school and ensures equality of opportunity for all pupils.
59. Staff are aware of equal opportunity issues and are successful in ensuring that all pupils are fully involved in all activities and subject areas of the National Curriculum. However, a charging policy is yet to be put into place.
60. The school has a very good ethos and the aims and values of the school are very clearly reflected in practice. Relationships are enhanced by Christian value and ethos. The school is committed to high achievement.

## **Staffing, accommodation and learning resources**

61. Staffing, accommodation and learning resources are good overall, although there are significant deficiencies in the adequacy of the accommodation.
62. The match of numbers, qualifications and experience of staff to the curriculum is satisfactory overall. The teachers are appropriately qualified in the primary phase and all have responsibility for co-ordinating all areas of the curriculum. Appropriate job descriptions are in place. The role of the co-ordinators is in the process of developing.
63. The school has a good pupil to teacher ratio and a higher than average number of teaching support staff. This high staffing level enables the curriculum to be taught effectively to all pupils, including those with special educational needs and children under five. Teaching support staff make a significant contribution to the work of the school, they are hard-working and enthusiastic. They share the role of looking after pupils during the midday break and along with other duties provide very good continuity of care for the pupils. All staff work effectively as members of a team. Appraisal is in place. It effectively addresses the in-service training needs of the individual whilst focusing on the development of the whole school. Induction procedures for new staff are being developed on a formal level from the current informal base to ensure the needs of all staff are met.
64. Changes have been made to the accommodation since the last inspection. The school now provides a quiet working environment. This has been achieved by building internal walls to make classrooms, lowering ceilings and providing sound-proofing. The building of a new kitchen and a small dining room has provided an additional working space and created extra room for the under-fives in the Key Stage 1 classroom so that it is large enough to provide for the practical activities needed for this age of pupils. However, the classroom space for the oldest pupils, Years 5 and 6, is cramped. Toilet and cloakroom space is just adequate for both pupils and staff. There are no facilities for disabled pupils, although access has been provided by the new ramped entrance to the dining room. There is no school hall and this severely limits the effective delivery of the physical education curriculum, parts of the English curriculum such as drama and makes teaching music difficult. The school makes a great deal of effort to provide for assemblies and collective worship, and music, by moving furniture every day in the Years 5/6 classroom. The school accommodation can not provide for indoor physical education. When weather permits, the village hall, some eight minutes walk away, is used for dance and gymnastics with small apparatus. The school has only a small, tarmac play area; there being no grass areas for play or sports and no outdoor play facilities for children under five. The school uses the village facilities for sport by taking pupils to the playing field. The school and governors continue to look at ways of improving the accommodation. Alterations to the library, which are almost complete, will enhance the provision for information technology.
65. Learning resources are satisfactory for most subjects of the curriculum. Shortfalls identified at the last inspection have been provided. Resources are particularly good in science, but are currently unsatisfactory in information technology. However, the school is about to install a suite of computers and national funding will add other appropriate hard and software to enable the school to deliver the curriculum effectively. The school library is well resourced and is used effectively to enhance pupils' literacy skills. The shortage of space within classrooms makes access to resources difficult but this aspect, and their use, forms part of the school's current development plan. Visits in particular, and visitors to the school, support all aspects of the curriculum very well.

## **The efficiency of the school**

66. Overall the efficiency of the school is good. This is an improvement since the last inspection. Financial planning is good. The school development plan identifies priorities for the coming year with costs appropriately identified. Governors are actively involved in the budget setting and monitoring processes through the work of its Chair, individual governors nominated as link governors in the school development plan and whole governing body meetings. The school currently has a large carry forward sum of money brought about by prudent planning in the first place and then fortuitous circumstances, for example grant funding becoming available for building works. The governing body has plans for various projects to improve the learning environment further and initiatives to raise pupils' attainment. However, longer term plans such as these initiatives and their financial implications have yet to be included in the school development plan. The governors have yet to look at the cost effectiveness of its decisions, for example, the effectiveness of increased hours of administrative support. A good start has been made in this area through the inclusion of a target in the school development plan of developing the efficiency of subject budget holders. The central funding for literacy has been used effectively for acquiring appropriate resources necessary for enhancing pupils' literacy skills.
67. The allocated fund for the pupils with special educational needs are used efficiently. The use of teaching and support staff is very good. All staff are effectively deployed, with support for pupils with special educational needs and children under five being very well targeted. The role of the special educational needs co-ordinator is very effective in providing leadership to the work of the support staff, as well as providing specialist support teaching. This has a significant impact on the quality of provision.
68. Generally good use is made of the available accommodation and of learning resources. Recent improvements to the accommodation has made the learning environment more effective. The school is currently evaluating its use of resources to ensure a good match to the needs of the curriculum and better management across budget areas. Information technology is not utilised fully for the oldest pupils, limiting the effectiveness of current provision.
69. The efficiency of financial control and school administration is satisfactory. Day-to-day procedures are administered satisfactorily, but an overall consistent system is not in place yet. The use of information technology is yet to be developed to support administration procedures effectively. Spending is monitored by the secretary and headteacher, who inform the governing body where further monitoring takes place. The school has no recent auditors' report; the last one being before the previous inspection.
70. The income and expenditure per pupil are in the upper quartile when compared nationally to all schools. Taking into account the sound quality of education provided, the average standards of attainment and overall good progress made by pupils, the school provides satisfactory value for money.

70. **PART B: CURRICULUM AREAS AND SUBJECTS**

70. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

71. Children start school in the term in which they are five and they come mostly from different playgroups. Standards for attainment for children on entry are in line with those normally found in children of this age. They make good progress.
72. At the time of inspection there only two children who were under five years of age. Inspection findings confirm that the school continues to maintain the same standards as indicated in the last inspection.

**Personal and social development**

73. By the time children are five, they attain in line with the Desirable Learning Outcomes for personal and social development. They relate very well to each other; the staff and to other adults in the school and are friendly and welcoming to visitors. Most have appropriate social skills and are learning to share. They are well motivated in their play and take turns sensibly. They move about the room confidently, making appropriate selections of toys and equipment. They understand the rules and show interest in their activities. They work with enthusiasm and are generally on task. They make good progress in this aspect.

**Language and literacy**

74. Children listen well and respond confidently to teachers' questions during story times. They enjoy taking part in rhymes and songs and are developing confidence in spoken English. They handle books appropriately, look at and talk about the pictures and understand that print tells the story. They can recognise letter sounds and read simple texts using picture clues. Most children recognise their own names and there are some examples of emergent writing, such as, mark making. They are beginning to name, sound and write individual letters. Children make good progress in all aspects of language and literacy.

**Mathematics**

75. In mathematics, children can count up to ten using fingers and multicubes. Most use some mathematical vocabulary and develop the concept of 'more than', 'less than', 'bigger', 'smaller', 'most', 'the same'. They recognise shapes like circles, triangles and squares and differentiate these shapes by counting their sides. They are familiar with number rhymes, songs and stories. Children make good progress in learning mathematical skills.

**Knowledge and understanding of the world**

76. By the time children are five, standards they achieve are in line with the expected outcomes. They name different parts of body and match labels with the names to a picture of human body, using a computer program. Most can operate a computer program using the mouse. Most can explain what they need to do to play games and use appropriate vocabulary to give direction, such as, 'up', 'down', 'across'. Children make good progress in this area.

**Physical development**

77. The children's physical skills develop well and progress is sound. They are developing manipulative skills and are able to use pencils and scissors appropriately. In formal physical education lessons children are able to move around the floor using a variety of movements, such as hopping and skipping. They understand the instructions well and are developing spatial awareness. However, the lack of outdoor play area and of large equipment such as wheeled toys or climbing apparatus limits the ability of the school to provide a full range of activities to develop children's physical skills.

### **Creative development**

78. All children are making good progress in their ability to express ideas and feelings creatively through a wide range of experiences in art, craft, music and imaginative play. Their paintings and plasticine models show awareness of colour, shape and form. They can mix and name colours. They enjoy singing songs and demonstrate a good sense of rhythm and tempo.

### **The quality of teaching and management**

79. The quality of teaching of children under five in all areas of learning is good overall. The teacher makes very good use of resources to provide children with a wide range of experiences in all areas of the curriculum. Planning is good. The teaching assistant teaches and supports the children very effectively, enabling them to develop self-confidence and independence. Relationships between children and adults are very good and the staff always value children's contribution in discussions. Good assessment procedures are used effectively to ensure that children make good progress. The school uses the local education authority baseline assessment which covers most areas of the Desirable Learning Outcomes.

### **79. ENGLISH, MATHEMATICS AND SCIENCE**

#### **79. English**

80. On entry to Key Stage 1 attainment is generally in line with that expected by the majority of pupils. Pupils vocabulary and speaking skills are sometimes good but their knowledge of sounds of letters is limited, on entry to the school.
81. The number of pupils taking key stage tests, vary from year to year, making comparisons with national averages mostly unreliable. However, over the three year period, 1996-1998, attainments in reading and writing are above national averages at both key stages. At Key Stage 1 the outcomes of the 1999 key stage tests are expected to give well above average attainment in reading and above average attainment in writing (national comparisons are not yet available). Inspection findings confirm that attainment is above the national expectations in Key Stage 1. At Key Stage 2, attainment appears to be more variable. Attainment charted over the three year period is above average but comparative figures for 1998 give average attainment. The absence of one pupil adversely affected attainment averages. Preliminary figures for the end of key stage tests 1999 indicate average attainment; with a significant decrease in the number of pupils achieving the expected standard in writing. The inspection findings judge attainment to be in line with the national expectations, overall.
82. Overall, the progress pupils make is good at Key Stage 1 and satisfactory at Key Stage 2. Pupils with special educational needs attain standards just below those of their peers and at

both key stages progress is good. This good progress is largely attributed to the high level and high quality of special educational needs provision. The successful implementation of the National Literacy Strategy and targeting of pupils at Key Stage 1, accounts for the good progress made at this key stage. As yet literacy initiatives have yet to impact on attainment at the end of Key Stage 2.

## Speaking and listening

83. Pupils' attainment in speaking and listening are in line with the national expectations in both key stages. Although pupils' speaking skills are developing well, listening skills are not so well developed. At the end of Key Stage 1, pupils make relevant comments and answer questions appropriately. They are keen to respond in lessons and this sometimes adversely affects their listening skills. They are mostly learning to take the response of others into consideration when responding to questions or offering ideas. At the end of Key Stage 2, pupils are confident expressing their ideas and answering questions. Their use of standard English is generally good and they make use of a varied vocabulary. Pupils' listening skills are satisfactory. However they do not always take sufficient note of the contributions of their peers and some pupils need encouragement to contribute.
84. Teachers have generally high expectations of pupils' abilities and this supports their progress. Mostly good opportunities are in place for them to practise skills such as explaining, arguing, summarising and presenting views in English and across the curriculum. Sometimes teachers do not always allow pupils sufficient opportunities to offer opinions and this limits progress. Overall, progress is good in speaking and satisfactory in listening.

## Reading

85. Attainment in reading is above the national average at the end of both key stages. At Key Stage 1, pupils are confident reading texts matched to their levels of attainment. They are developing their use of picture and phonic cues appropriately. At the end of the key stage, pupils read accurately. They describe events and make simple predictions based on their understanding of what has been read. Pupils display a good understanding of non-fiction texts, knowing how to locate information using the contents and index pages. Throughout Key Stage 2, pupils make appropriate gains in reading skills. They self-correct indicating they are understanding what is read. At the end of Key Stage 2 pupils read an appropriate range and often challenging texts. They confidently discuss texts and talk about the style of their favourite authors. They are less able to summarise succinctly or justify their ideas by referring to the text. Their knowledge and skills for using non-fiction texts is good and they are able to scan texts for information.
86. Pupils make good progress in reading throughout the school. The good match of texts, often quite demanding, makes a significant contribution to this progress. Home/school liaison also supports the good progress made.

## Writing

87. Attainment in writing is above the national expectations in Key Stage 1 and in line with the national expectations in Key Stage 2. Throughout Key Stage 1 pupils write confidently with the minimum of support strategies. At the end of the key stage, pupils structure their writing well, often with good use of vocabulary. Spelling, punctuation, and handwriting whilst sound, constrain higher attainment. For example, pupils' use of full stops is inconsistent and handwriting style is legible but not always well formed. Pupils undertake a good range of work and make good progress in this key stage. By the end of Key Stage 2 pupils' writing is constructed well and pupils make use of a wide range of vocabulary. Skills, such as handwriting, spelling and punctuation are inconsistently applied by the majority of pupils. Work is often unfinished. Higher attaining pupils are beginning to engage the reader and some

pupils have good skills, including a legible cursive style of handwriting. Across the curriculum pupils' work is generally of satisfactory standard. Pupils occasionally make use of information technology to present their work but rarely for editing purposes.

88. In Key Stage 2, pupils undertake a good range of work, but do not always gain sufficiently from it. Tasks are not always sufficiently well matched to the needs of differing groups of pupils especially at the end of Key Stage 2 and this limits progress. Time for extended writing including redrafting skills has been eroded to the detriment of standards. The school has recognised this. The use of marking is underdeveloped as a tool to inform pupils of the progress they make. Opportunities across the curriculum have yet to be fully utilised to support pupils' learning in English. Overall, pupils make satisfactory progress.
89. Overall, pupils' attitudes in lessons are good. They behave well and are attentive during the initial part of literacy lessons. Younger pupils show good levels of interest in their work. However the oldest pupils sometimes lose concentration when working on tasks.
90. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. No lessons observed were unsatisfactory. Most teachers are making at least satisfactory use of the National Literacy Strategy planning framework to support their teaching. Teachers identify a key learning objective for the lesson and link this to assessment. This is highly effective in good teaching where the learning objectives and tasks are appropriately linked to the pupils' learning needs. However, in some lessons whilst the learning objective is appropriate the task is presented in such a way that it fails to meet the needs of the full range of ability found in the class. Consequently, for some pupils tasks become too difficult for lasting understanding or are too easy and lack challenge. Teachers generally have appropriately high expectations of pupils. The pace of lessons is usually good. Questioning is clear and targets effectively meet the needs of different pupils. Sometimes the introduction to the tasks takes too long providing limited opportunities for active involvement of pupils.
91. The school has adopted the National Literacy Strategy effectively. Planning has yet to be secure in catering for the range of attainment found in any one class. Assessment linked to planning has yet to be utilised fully at Key Stage 2. The co-ordinator provides good leadership for the subject. The need to plan for speaking and listening opportunities has been identified. Target setting at Key Stage 1 is proving effective in raising attainment. Resources are satisfactory although not all are easily accessible to pupils and staff due to accommodation constraints. The library is well resourced and the pupils use it effectively to support their learning in literacy. The school has no hall where drama can take place and this limits the range of work undertaken on a regular basis. A school production takes place on a biennial basis and is clearly enjoyed by the whole school community.

## **Mathematics**

92. By the end of both key stages, pupils' attainment in mathematics is in line with the national expectations. The cohorts of pupils taking national tests vary from year to year, making comparisons with national averages mostly unreliable.
93. In comparison to similar schools attainment is average in Key Stage 1 and above average in Key Stage 2. 1999 results show some improvement over the 1998 results in both key stages. Inspection findings confirm the test results and indicate that improvements in the quality of teaching combined with the beneficial effects of the school's involvement with the National



Numeracy Project are having a positive impact on attainment.

94. Pupils at both key stages are making sound progress. Those with special educational needs make good gains in relation to their prior attainment.
95. In Key Stage 1 pupils experience a variety of tasks that enable them to consolidate and improve the basic skills of number. By the end of the key stage they discuss their work using mathematical language, such as 'double' and 'halve'. Most can apply their increasing knowledge of place value. For example, in a Year 2 lesson observed pupils were able to subtract in two digits. They count to 100 in fives, tens and 20s. They use apparatus, such as inter-locking plastic cubes, to help them understand fractions, such as halves and quarters. Most can measure using standard units, name two and three-dimensional shapes and record mathematical data in simple forms.
96. In Key Stage 2, pupils develop their own ways of dealing with mathematical problems using their acquired knowledge and skills. In Years 3/4, pupils are able to count to the nearest 100 effectively. Years 5/6 pupils recognise proportions using fractions. They use appropriate mathematical terms such as, 'numerator' and 'denominator' and most find simple equivalent fractions. Higher attainers simplify fractions using factors and explain their working strategies. By the end of the key stage, most know about the properties of common shapes, including the different kinds of triangle such as scalene and equilateral. They are developing strategies for problem-solving, for example, finding out the emerging pattern in a missing number game.
97. Overall, work in mathematics makes a satisfactory contribution to the development of pupils' literacy skills. Mathematical vocabulary is taught well. The use of information technology to improve mathematical skills is not yet planned consistently across the school.
98. Pupils show consistently positive attitudes to work in mathematics lessons and respond well to teaching. They work at a good pace and review and practise their skills. At both key stages, pupils concentrate effectively and behave well.
99. The quality of teaching, in the four lessons observed, was good. However, taking into account other aspects such as, scrutiny of pupils' work, it is satisfactory overall, at both key stages. Most lessons are enjoyable and teachers have a positive and encouraging manner with all the pupils, maintaining good behaviour in all lessons. Planning sets out clear objectives for different ability groups, and teachers work with small groups after good interactive whole-class introductions to their lessons. Teachers direct questions to individual pupils ensuring that the questions are at a suitable level for each pupil. Teaching assistants provide high quality support for all, especially for the pupils with special educational needs.
100. The co-ordinator has been trained appropriately and is beginning to apply the numeracy strategies effectively. Her monitoring role is at a very early stage of development. Assessment does not inform future planning consistently yet. The school is aware of the need to review how the programmes of work are implemented, and to ensure consistency of practice in gathering, recording and using short and medium-term assessment information. The provision of learning resources is satisfactory.
100. **Science**

101. Attainment in science is above the national expectations at the end of both key stages and pupils make good progress across the school. They continue to build on their knowledge and understanding of all elements of science and develop appropriate scientific vocabulary. They develop good observational skills. Pupils with special educational needs make good progress in relation to their prior attainment.
102. The results of the 1999 Key Stage 2 national tests show that a significant improvement has been made in science as 93 per cent of pupils reached Level 4 or above compared to 69 per cent in 1998. Taking the three years 1996 to 1998 together, pupils' attainment in science is well above the national average. Inspection findings clearly suggest that the standards are steadily improving since the implementation of the new scheme of work.
103. In Key Stage 1, younger pupils perform simple experiments on forces and other causes of movement. For example, the reception and Year 1 pupils experimented on the forces of air and recognise that wind pushes them backwards and slows them down. Older pupils differentiate between natural and man-made materials and perform simple experiments to learn about the changing state of materials. Year 2 pupils learn about human growth, measure their height and recognise the changes that take place, such as growing taller. They know that living things need food for growth and apply their knowledge of healthy food to plan a meal for a special occasion.
104. At Key Stage 2, a foundation of basic skills of scientific enquiry is developed through investigative tasks. Pupils learn appropriate scientific vocabulary and begin to recognise the need for conducting fair tests. In Year 3/4 pupils learn about different categories of food to prepare a balanced diet. They study the functions of teeth and how to look after their teeth. They make predictions and compare that with the results of their experiment to reach a scientific conclusion. In Year 5/6 pupils experiment to develop the concept that light travels in a straight line and different surfaces reflect varying amount of light. They investigate the growth of micro-organisms experimenting on bread and cheese. In both key stages the experimental and investigative aspect of science is emphasised appropriately.
105. Pupils' attitude to science, and their response in lessons are always good. They listen very carefully, respond well to questions and work with enthusiasm and a good level of concentration. Pupils work very well together in groups and handle equipment and materials with care.
106. The quality of teaching is good in both key stages. Teachers have a clear understanding of the science curriculum. They have good and trusting relationships with pupils and their behaviour management is consistently good. Learning objectives are clear, pupils are challenged appropriately and pace is brisk. Resources are used effectively. Teaching assistants are well trained and support pupils well throughout the school.
107. There is a clear policy. The headteacher, who is a science specialist, is the co-ordinator and successfully implements the new scheme of work and the assessment procedures devised by the Qualification and Curriculum Authority. She ensures continuity and progression across the key stages through effective planning. The co-ordinator has begun to monitor planning, pupils' work and teaching and keeps clear records of monitoring. Resources have been updated to meet the requirements of the new scheme.

## 107. OTHER SUBJECTS OR COURSES

### Information technology

108. At the time of the last inspection standards were judged to be satisfactory on the limited evidence available. However, making more efficient use of computers to support pupils' learning across the curriculum was one of the key issues identified in the last report. During this inspection direct evidence of pupils using computers was very limited at the end of Key Stage 2. However, from evidence gathered from planning, by observing one direct lesson and from discussions with pupils, attainment is judged to be in line with the national expectations at the end of Key Stage 1 but below national expectations at the end of Key Stage 2. Pupils make satisfactory progress in Key Stage 1. In Key Stage 2, although satisfactory progress is made in early Key Stage 2, pupils in upper Key Stage 2, make unsatisfactory progress. Time made available to pupils and the availability of resources constrain attainment and progress in both key stages. Pupils do not have sufficient access to technology to enable them to make the progress expected. Factors contributing include the insufficiency of hardware and software; weaknesses in teachers' confidence, knowledge and understanding; and problems with managing the use of computers within the context of a busy school day. However, pupils with special educational needs use specific programs to support their individual educational plans and consequently make sound progress in keyboard skills. The school has, however, prioritised their program for raising standards by acquiring increased resources, such as new computers, very shortly.
109. In Key Stage 1, pupils learn to control the mouse when using a picture-building program to form a face. With adult support they can add text information to label parts of the body. At the end of the key stage pupils are confident in operating a spelling program. They can access the program, use mostly one finger to type in responses and leave the program ready for the next user. No audio tape recorder is available for them to use independently, for example, to listen to stories. Planning evidence shows pupils having the opportunity to use a programmable toy; to use a word-processing program and, with support, use simple databases.
110. Early in Key Stage 2, letters written to friends show pupils' ability to change font size and style. Their study of greeting cards and newspapers develops their understanding of texts and graphics. The 'colour challenge' task develops mouse skills and enables pupils to become familiar with command buttons on the toolbar. Pupils' confidence and knowledge ranges considerably. Some are confident opening a file and know how to load a disk but most need help opening and saving files. Some are able to use a camera producing prints to record their efforts in dressing up in 'Roman' clothes in history. When shown, pupils can insert text into a passage of writing with predetermined spaces, however pupils mainly use one hand and one finger to type. At the end of Key Stage 2 evidence shows that attainment is below the national expectations. This is, mainly, due to the lack of resources, resulting in insufficient opportunities for direct teaching of various skills. Although pupils continue to practise the skills they learnt in previous classes, they are not yet able to import text or graphics. They use Logo programs suitable for Key Stage 1 pupils. Evidence from discussion with pupils suggests that some pupils are confident accessing information from a CD-ROM. They are able to print off information to support work, for example in history and geography topic work, but most are not able to download to cut and paste. During an educational visit in geography pupils in Years 5 and 6 had some experience of using a digital camera, enhancing their understanding of technology. However, most pupils have not reached the level they are required to reach at the

end of Key Stage 2.

111. At both key stages pupils work diligently with good attitudes, whether independently or co-operatively alongside a partner. At the end of Key Stage 2, too few occasions were observed when pupils were using computers or other technologies to properly assess their attitudes. Some pupils use information technology very effectively to support project work for homework. These pupils clearly show an interest by accessing information to bring into school.
112. Only one lesson was observed. Based on the teaching in that lesson and the examination of planning, the quality of teaching is judged to be satisfactory overall. Learning objectives were clear and matched well to pupils' needs and delivered in a way that helped develop pupils' understanding as well as skills. Management of the classroom and planning for the use of information technology is securely in place at Key Stage 1, but not the end of Key Stage 2. Curriculum planning for the subject has improved since the last inspection with the production of a policy and adoption of the nationally recommended scheme of work. Teachers' plans identify key tasks but as yet do not support progression within the subject. Assessment procedures are just being implemented. Currently prior attainment is not always taken into consideration when planning and this limits progress for some pupils, because tasks are too difficult or insufficient notice is taken of skills acquired at home. The school has a sound development plan for the subject and resourcing difficulties are about to be remedied.

### **Religious education**

113. No lesson was observed during the inspection. On the basis of the scrutiny of work and discussions with pupils as well as examination of teachers' planning, it is judged that attainment at both key stages is in line with the locally agreed syllabus and pupils make satisfactory progress. Overall standards have been maintained since the last inspection.
114. In Key Stage 1, pupils demonstrate a developing awareness of religious customs and celebrations. They learn about Christianity, Islam, Hinduism and Judaism. Most pupils show a growing understanding of beliefs and practices relating to some of the major world religions. They appreciate stories from different world faiths such as, the story of Ramayana from Hinduism. In Key Stage 2, pupils continue more detailed study of Christianity and Judaism.
115. Pupils demonstrate a good attitude to the subject and concentrate well. They gain greater understanding in the spiritual, social and moral aspects through the study of different religions. Teachers plan appropriately, relating the learning outcomes to the agreed syllabus effectively.
116. The school has a policy and a scheme of work which are in line with the present local education authority's agreed syllabus. The local authority is in the process of revising the scheme and the school expects to revise its scheme accordingly. Resources are generally satisfactory.

### **Art**

117. No teaching was observed during the inspection. However, on the basis of the evidence gathered from the examination of teachers' planning and scrutiny of pupils' work, it is judged that by the end of both key stages, pupils achieve standards that are expected for their age. They are making satisfactory progress as they move through the school. This maintains the position noted in the last inspection.

118. Pupils in Key Stage 1, can mix primary colours to make a new colour and use these appropriately to paint pictures. They use a range of media and colour-mixing skills and imagination to paint pictures of the seaside, following the study of paintings by different artists on the subject of 'sea'. In Key Stage 2, pupils experiment with different techniques and materials to draw portraits. They learn how to produce secondary colours and develop an understanding of how to use shades and tones effectively in their drawings. They use their sketchbook for observational drawings and gain experience in screen printing.
119. The co-ordinator's role is at a very early stage of development. She recognises the lack of progression across the years and the need for in-service training. The school has begun to use the Qualifications and Curriculum Authority's scheme of work. Resources are adequate.

## **Design and technology**

- 120. Only one lesson was observed during the inspection. On the basis of that lesson and the scrutiny of pupils' work and teachers' planning, it is judged that the standards of attainment are, as they were in the last inspection, appropriate for this age. They make satisfactory progress.
- 121. In Key Stage 1 pupils can manipulate simple tools and use pictures for planning and designing. They learn basic cutting and joining. The pupils apply their knowledge and understanding of size and shape to design and make a number of different models such as models of bicycles and vehicles with wheels. Most are able to measure and plan independently. They all learn to use scissors safely.
- 122. In Key Stage 2 pupils build appropriately on these skills. Year 5/6 pupils plan and design musical instruments, such as string and percussion instruments. There are some examples of pupils' ceramic work on display which are of good quality.
- 123. Pupils' attitudes to their work are always good. They are well behaved and committed to the tasks they are set. They enjoy lessons and show great interest in their activities.
- 124. Teaching was satisfactory in the lesson observed. The teachers plan their lessons carefully and provide appropriate experiences for all their pupils.
- 125. Resources for design and technology are adequate, well stored and accessible for pupils and teachers.

## **Geography**

- 126. Attainment at the end of both key stages is in line with what is expected of pupils of this age, with evidence of some higher attainment at Key Stage 1. Pupils make satisfactory progress. This is similar to the position at the time of the last inspection.
- 127. At Key Stage 1, in their study of the seaside, pupils develop their ability to identify significant features of different environments. The youngest pupils recall features from their visit to Southend and draw picture maps. Older pupils identify rivers, roads and buildings on aerial photographs and ordnance survey maps acquiring new technical vocabulary. Some know we live on an island and know some of the constituent countries of the United Kingdom and the capital city, but become confused between countries and towns. They are able to use the index of a simple road atlas to locate places by page number and a figure/letter grid reference but do not really understand the process. Early in Key Stage 2, pupils ably work in groups to identify features in a picture book demonstrating how the environment changes over time. At the end of the key stage pupils were engaged in follow-up work from a field study visit to the Daws Hall. They are able to identify relevant features of a river valley but are not fully confident explaining terms such as flood plain and erosion. Past work shows some good cross-curricular links with English as pupils argue banning the 'Boreham Bypass' through posters and pamphlets. Research skills are used well in pupils' independent study of buildings around the world. These studies contribute to pupils' general skills but it is difficult to see gains made in their geographical understanding. For example, pupils present information factually when describing two different buildings but do not give reasons for differences or suggest environmental influences.

128. Pupils' attitudes to learning are good they show interest and sustain concentration on tasks. They work very well collaboratively, from a young age.
129. Overall, the quality of teaching is satisfactory overall. Teachers' subject knowledge is sound and the activities are matched well to the learning objectives. At the end of Key Stage 2 follow-up tasks sometimes present little challenge, although the content is appropriate. Good use is made of visits and resources to interest pupils and support their development. The school is adopting nationally recommended schemes of work but guidance has yet to be provided to ensure these are implemented successfully in the classroom.

## **History**

130. The attainment of the pupils at the end of Key Stage 2 is in line national expectations. At Key Stage 1, no history lessons were observed and there was little evidence by way of pupils' written work and therefore, no overall judgement can be made about attainment at this key stage. However, discussions with teachers and a scrutiny of teachers' planning, indicate provision for this subject is satisfactory. The attainment of the pupils at the end of Key Stage 2 is appropriate for their age. Evidence from Key Stage 2, suggests pupils of all abilities make sound progress as they move through the school. Overall, standards have been maintained since the last inspection.
131. At Key Stage 2 pupils reinforce their understanding of the passing of time by looking at their own lives. They learn to place significant events in order as they are studied through the key stage. A visit to the Roman Museum in Colchester gave pupils the opportunity of learning directly about the past from a variety of sources including artefacts. At the end of the key stage pupils are building on their knowledge and understanding of the Victorian era. In doing so they are developing their ability to ask and answer questions about the past. They empathise with the plight of working Victorian children as they write a diary account from a child's viewpoint. They understand that not all children were poor and that some led very privileged lives. They know historical information can be obtained from a range of sources, such as their own school building and the novels of the day.
132. Pupils' attitudes to learning are at least satisfactory. Past work shows them able to work collaboratively to produce work and to do further study at home. During the inspection younger Key Stage 2 pupils demonstrated their enthusiasm and sensible attitudes for the subject when dressing in 'Roman' clothes.
133. Teachers plan lessons appropriately identifying a clear learning objective. They use a range of appropriate strategies to stimulate pupils' interests. Visits are used well to enhance pupils' experience of historical facts.

## **Music**

134. By the end of both key stages, standards of attainment are in line with those normally expected for pupils of this age. The standards in Key Stage 1 were above the national expectations in the last inspection, but they are maintained in Key Stage 2 since then. Pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2 in acquiring musical skills.

135. Pupils at both key stages make steady progress in singing from memory. Pupils in Key Stage 1 sing well with good diction and in tune during assemblies and in music lessons. At Key Stage 2 pupils continue to sing tunefully memorising a number of songs and have developed a good sense of pitch and rhythm. They listen to music from different times and places and learn to appraise music identifying the notes and ascending and descending scales. Pupils in Years 5/6 plan and design their own musical instrument for the school orchestra. They listen to the musical, 'David Copperfield' which is also one of their class readers and are preparing to perform it in the spring term.
136. At both key stages pupils enjoy music and respond enthusiastically to their lessons. They practise to improve their performance and make good use of their chosen instruments.
137. The quality of teaching was good overall in the lessons observed. Planning is clear and appropriately matched to the learning needs of pupils. Behaviour management is good and there are high expectations of pupils' work.
138. The co-ordinator is a music specialist and teaches music to all year groups. The policy has been reviewed recently and a good scheme of work, based on a commercial scheme, is in place. The co-ordinator has updated the resources to support teaching and learning of music and manages the subject competently.

### **Physical education**

139. Two lessons were observed during the inspection. Based on these lessons, teachers' planning and discussion with pupils it is judged that attainment at both key stages is in line with that normally found in pupils of this age. Whilst not observed, examination of planning and discussions with the pupils and the teachers indicate that standards in swimming are satisfactory. Pupils achieve the required minimum standard of being able to swim 25 metres by the time they leave the school.
140. Pupils, in both key stages, make satisfactory progress overall.
141. Early in Key Stage 1 pupils learn to use the available space in the hall through carefully guided activities. They display satisfactory control of body movements when jumping and stretching and good timing when marching. At the end of the key stage pupils have good control over body movements, they sustain a rhythm when 'jumping back from the waves' and when 'pulling up the anchor'.
142. At the end of Key Stage 2 pupils throw and catch small balls with accuracy and confidence. Some need reminding to 'cup their hands' when catching. They use a combination of overarm and underarm throwing, developing the necessary skills for cricket. Many show confidence when using an overarm bowling action.
143. Pupils' attitudes to learning are good at both key stages. Pupils are attentive to instruction and keen to practise skills to improve their performance. They respond very well to unfamiliar adults. The pupils very good behaviour on the way to and from the facilities used, some eight minutes walk away, is to be commended.



144. The quality of teaching observed was good in both lessons. Teachers' plan appropriate activities and match these well the differing needs of pupils. The pace of lessons is good and teachers make timely interventions to develop skills, knowledge and understanding. The use of external coaching support adds to the quality of the curriculum offered to all pupils. Additionally, extra-curricular clubs give interested pupils the opportunity of developing skills further and taking part in competitive sport. The school operates its physical education curriculum in very difficult circumstances as they have no hall within the school building. It is evident from the pupils' interest and level of skill that every endeavour is made by the school to cater appropriately for pupils' physical development.

144. **PART C: INSPECTION DATA**

144. **SUMMARY OF INSPECTION EVIDENCE**

145. A team of three inspectors, including a lay inspector, visited the school for a total of seven inspection days.

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- A meeting was held for parents and 30 parents returned questionnaires.
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- A total of 28 lessons or parts of lessons was observed.
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- Inspectors examined a wide range of documentation, including minutes of governors' meetings, the school development plan, last OFSTED report and action plan, budget statements, policies, teachers' planning and records, letters to parents and school attendance registers.
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- Governors, teaching and non-teaching staff were interviewed and inspectors spoke to individual parents, visitors to the school and the pupils.
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- A representative sample of pupils' work was examined in detail and a sample of pupils was heard reading. Pupils' records and reports were examined.
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- Inspectors also examined photographic evidence and inspected the buildings and grounds.
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**DATA AND INDICATORS**

• **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full- time pupils eligible for free school meals
YR - Y6	68	1	22	10

• **Teachers and classes**

• **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent): 3.8

Number of pupils per qualified teacher:

17

·        **Education support staff (YR - Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	59

**Average class size**

Average class size:	22.7
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**Financial data**

Financial year:	1999
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Total income	169,115
Total expenditure	163,857
Expenditure per pupil	2,128
Balance brought forward from previous year	21,568
Balance carried forward to next year	26,826

## PARENTAL SURVEY

Number of questionnaires sent out: 60

Number of questionnaires returned: 30

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	37	53	3	7	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	67	33	0	0	0
The school handles complaints from parents well	35	43	19	3	0
The school gives me a clear understanding of what is taught	46	40	7	7	0
The school keeps me well informed about my child(ren)'s progress	57	33	10	0	0
The school enables my child(ren) to achieve a good standard of work	50	50	0	0	0
The school encourages children to get involved in more than just their daily lessons	37	47	16	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	37	40	23	0	0
The school's values and attitudes have a positive effect on my child(ren)	50	50	0	0	0
The school achieves high standards of good behaviour	67	33	0	0	0
My child(ren) like(s) school	63	37	0	0	0