

INSPECTION REPORT

St. Anne Line RC Junior School
Wickhay, Basildon,
Essex

LEA area : Essex

Unique Reference Number : 115156

Headteacher : Martin Larrett

Reporting inspector : Terry Lewins
T22056

Dates of inspection : 11th – 15th October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school :	Junior
Type of control :	Voluntary Aided
Age range of pupils :	7 to 11
Gender of pupils :	Mixed
School address :	Wickhay, Basildon, Essex.
Telephone number :	01268 470444
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Appropriate authority :	Governing Body
Name of chair of governors :	Mrs P. Jennings
Date of previous inspection :	22 nd - 25 th January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Terry Lewins, RgI	Mathematics Physical education Equal opportunities	Attainment and progress Teaching Leadership and management
Martin Greenwood, Lay Inspector		Pupil's attitudes and behaviour Attendance Support, guidance and pupils' welfare Partnership with parents and the community
David Walker	Science Design and technology Information technology Art	Curriculum and assessment Staffing, accommodation and learning resources Efficiency
Dorothy Lowe	English History Geography Music Special educational needs	Pupils' spiritual, moral, cultural and social development

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MAIN FINDINGS

What the school does well

- Teaching is a strength of the school. Two thirds of the teaching is at least good and there are examples of excellent teaching.
- Standards in English and mathematics are good and are above national expectations. Pupils make good progress in these subjects.
- The school has implemented the National Literacy Strategy effectively.
- Behaviour of the pupils, their attitudes to work and the relationships between pupils and teachers are very good.
- Leadership and management of the school are very good. It is run efficiently and gives good value for money.
- The school caters well for those pupils who have special educational needs. The support which the school gives to all of its pupils is very good.
- Provision for the spiritual, moral, social and cultural development of the pupils is very good.
- Partnership with parents and the wider community is very good.
- Very good use is made of homework to support work going on in classrooms.
- The extensive extra-curricular activities contribute to the school's excellent ethos.

Where the school has weaknesses

- The school does not make enough use of the day-to-day assessment of pupils to inform future planning.
- The work done by the children, as a result of the teachers' planning is not monitored effectively enough.
- The school's marking policy is not applied consistently by all teachers.
- Pupils do not have enough opportunities for extended and imaginative writing across the curriculum.

There are considerably more strengths than weaknesses and the school has made significant progress over the last three years. The weaknesses will form part of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Standards in the school have continued to rise since the last inspection. All the weaknesses in the last report have been addressed and good progress has been made with most of them. The greatest improvements have been in the quality of teaching. Planning is thorough and teachers now tell pupils what they will have learned by the end of each lesson. Systems of monitoring teachers' work have also helped. Teachers have raised their expectations of pupils in Year 3. The quality of teaching and learning at the upper end of the Key Stage, which was good, has been maintained. Music in the school is good.

Day to day assessment is still not used enough by some teachers, to find out what pupils have really learned. The curriculum is not monitored consistently and, as a result, some subject co-ordinators do not see the outcomes of pupils' work.

The school is in a very good position to improve further on its current standards and to reach the ambitious targets that it has set for itself.

Standards in subjects

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

Performance at Key Stage 2	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i>
			<i>above average</i> A
			<i>average</i> B
			<i>below average</i> C
			<i>well below average</i> D
			E
English	B	B	
Mathematics	A	A	
Science	B	B	

The table shows that in 1998 the percentage of pupils who reached Level 4 in English and science was above the national average for all schools and when compared to similar schools. In mathematics the percentage was well above the national average for all schools and when compared to similar schools.

In the current year, at the end of the key stage, attainment in English, mathematics and science is above the national average.

Throughout the school good progress is made in English, mathematics, history, music and physical education. Satisfactory progress is made in science, information technology, design technology, geography and art.

Quality of teaching

Teaching in:	7 - 11 years
English	Good
Mathematics	Good
Science	Satisfactory
Information technology	Satisfactory
Religious education	N/A
Other subjects	Good

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

Teaching is a strength of the school. Two thirds of the teaching is good or better, almost one fifth is very good and one-twentieth is excellent. Teachers have high expectations. Good teaching is seen across the school. Teachers plan their lessons conscientiously and they have very good relationships with their pupils. Teachers put a lot of energy into their lessons; they ask good questions; they give praise and encouragement and they give clear explanations.

Other aspects of the school

Aspect	Comment
Behaviour	Very good throughout the school.
Attendance	Satisfactory.
Ethos*	Excellent.
Leadership and management	Very good. The Headteacher, senior staff and governors are effective in their leadership and management. There is a clear sense of educational direction.
Curriculum	The curriculum is broad and balanced. Conscientious planning ensures that pupils build on previous knowledge. The wide range of extra-curricular activities benefit the pupils. Statutory requirements are met.
Pupils with special educational needs	Good. The Learning Support Assistants work well with teachers and this helps the pupils make good progress.
Spiritual, moral, social & cultural development	Very good. Provision for spiritual and cultural development is good; that for moral and social development is very good.
Staffing, resources and accommodation	Good overall. The school is well resourced, clean and tidy. Good use is made of the experience of the staff.
Value for money	Good.

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

The parents' views of the school

What most parents like about the school	What some parents are not Happy about
<ul style="list-style-type: none"> ● The attainment and the progress of the pupils. ● The attitudes and the values which the school promotes. ● The help and guidance given to pupils. ● The wide range of extra-curricular activities provided. ● Parents are encouraged to play an active part in the life of the school. ● The information which they receive about the school. ● The homework which is set and marked conscientiously. ● The behaviour of the pupils. ● Their children are happy at the school. 	<ul style="list-style-type: none"> ● Some parents were unsure as to whether homework was set to the ability of the pupils.

Inspectors' judgements support the parents' positive views of the school. Pupils do make good progress and attainment is good. Teachers work hard to encourage pupils both in lessons and in the very good range of extra-curricular activities. Pupils are happy in the school and they behave well. The observation of teachers setting homework, and comments from pupils, indicate that homework is set at different levels for the differing abilities of pupils.

KEY ISSUES FOR ACTION

In order to further improve standards and the quality of education provided the governors, Headteacher and staff should:

- Ensure that all teachers consistently apply the good practice, which exists within the school, of teachers using the day-to-day assessment of pupils' work to inform future planning.
- Ensure that the monitoring of teachers' work focuses on the impact on pupils' attainment and not just upon the intention of the teachers' plans.
- Ensure that the school's marking policy is applied consistently so that pupils are given more direction as to how they might improve their work.
- Continue to provide more opportunities for extended and imaginative writing across the curriculum and ensure that higher attaining pupils are given work which will develop their higher order reading skills.

INTRODUCTION

Characteristics of the school

1. St Anne Line RC Junior School is a voluntary aided school situated on the western side of Basildon, in Essex, near to the town centre. Its foundation was for the children of Catholic families in the parishes of Holy Trinity, Basildon and St Therese, Laindon. In the past ten years the area associated with St Therese has expanded considerably. Most pupils live within the immediate area of the school although some travel to the school by bus. They come from private, housing association and social housing in roughly equal numbers. There are 259 on roll, 116 boys and 143 girls. The proportion of pupils entitled to free school meals is broadly in line with the national average. There are very few pupils from minority ethnic backgrounds. The proportion of pupils with special educational needs is below the national average. On entry the attainment of pupils is broadly in line with the average for similar schools in reading and writing and below in mathematics. The attainment on entry has improved in the past year.
2. The school was last inspected in January 1996. Since then there has been a slight rise in the number of pupils on roll and four new teachers have been appointed.
3. The main aim in the school's mission statement is to create an atmosphere in which every child is secure enough to develop their potential on the moral, spiritual, academic and social aspects of their life journey, using Christ's example as a torch to shine the way. The major points of focus in the current school development plan are the numeracy strategy, literacy, information technology, the senior management team, using assessment to inform/enhance planning and the Governing Body and its role in policy development.
4. Suitably ambitious targets have been set for raising standards in literacy and numeracy over the next two years

Key Indicators
Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1998	32	29	61

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	23	25	28
	Girls	23	23	22
	Total	46	48	50
Percentage at NC Level 4 or above	School	75	79	82
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	19	21	27
	Girls	20	20	21
	Total	39	41	48
Percentage at NC Level 4 or above	School	64	67	79
	National	65	65	72

Attendance

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

		%
Authorised Absence	School	6.0
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	23
Satisfactory or better	95
Less than satisfactory	5

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. The school's results in the national tests in 1998, compared to schools nationally and to similar schools, are above the national average in English and science. In mathematics the results are well above the national average. The number of pupils who achieve higher than the expected level (level 4), in science, is consistently above the figure for schools locally and nationally and is improving year-on-year. The number of pupils who achieve the higher level in the science tests (level 5) is also increasing. There is also a rising trend in English and mathematics. The 1999 test results in English, mathematics and science are all above the targets that the school set for itself. In the three subjects the number of pupils achieving the higher levels has also exceeded previous figures. In English and mathematics the results are above national averages. The results in science are well above national averages.
6. Attainment on entry to the school is improving. In 1998 the available test data for pupils entering the school suggests that attainment is not significantly below the national average. In 1999 an analysis suggests that attainment of pupils entering the school is at least in line with national expectations, with a significant number of higher attaining pupils in the cohort.
7. Taking into account the test results, the scrutiny of work during the inspection, discussions with pupils and lesson observations, the attainment of the pupils at the end of the Key Stage is above national averages in English and mathematics. It is in line with national averages in science. There is no significant difference in the performance of boys and girls. Standards in literacy and numeracy are above national expectations across the curriculum.
8. The progress which pupils make during their time in school is good in English and mathematics and satisfactory in science, although in science, good progress is made in Year 6. The progress in information technology is satisfactory. The progress of pupils in all classes and in all subjects is at least satisfactory. Higher attaining pupils generally make good progress. Those pupils with special educational needs make good progress. The school was awarded the Basic Skills Agency Quality Mark, in April 1999, for its work to improve performance in basic skills. Pupils with special educational needs are supported by dedicated learning support assistants who work closely with teachers. Additional support has been provided for two very good readers in Year 3.
9. Standards in speaking and listening are good and, in many cases, very good; in reading they are above the national average and the great majority of pupils make good progress throughout the key stage. The school recognises that work needs to be done to improve the writing skills of the pupils, whose standards are below that which the pupils attain in reading. By the end of the Key Stage the pupils are confident and can express themselves clearly, using an appropriate vocabulary. They read fluently and with good expression. Many of them have an obvious love of reading. They can use the library and know how to access information by using the contents and index pages of non-fiction books.
10. The school is working on improving the spelling of pupils. The presentation in the books of some pupils is untidy although there are, within the school, some examples of neat, well presented work. The literacy hour has been implemented very successfully and there is evidence of the pupils extending their skills in writing for different purposes. Opportunities for extended writing and imaginative writing in other subjects are not always fully exploited. Writing tasks given to high attaining pupils in literacy and other subjects are not always challenging enough to develop more sophisticated skills. Pupils are given opportunities for writing in history and to take notes in geography.
11. Standards in mathematics are above national expectations. The setting of pupils in Years 5 and 6 has brought about an improvement in standards. At the end of the Key Stage pupils are confident with large numbers and they can explain their mental strategies when solving problems. They have a good grasp of their tables and they can quickly recall the answer when asked to add two numbers, less than ten, together. They have a good recall of subtraction facts. Teachers have tackled the introduction of the National Numeracy Strategy with enthusiasm and, through the use of their good practice, have raised the expectations of pupils. All pupils are provided with work that challenges them.

12. Pupils use a variety of methods when solving problems. They can talk with confidence about factors, multiples and square numbers by the time they are in Year 6. They can also use protractors to measure angles accurately and know the properties of solid and two-dimensional shapes. They apply their knowledge of the subject in other areas of the curriculum, for example, in drawing graphs in science lessons. The presentation of their work by some pupils needs more care.
13. Standards are in line with national expectations in science at the end of the Key Stage. Pupils make gains in their knowledge of scientific facts and processes. They have a good sense of what make a 'fair test'. Pupils in Year 6 can construct a graph using scientific variables and draw conclusions from the evidence. Past work suggests that pupils need more experience of experimental and investigative science. There is even coverage across the school of work on plants and animals, materials and forces.
14. Attainment in information technology is in line with national expectations. In information technology pupils confidently can use the keyboard and the mouse to control the cursor. Pupils can change the font size and apply colour to their graphics. Pupils need more opportunities to use information technology to support their learning across the curriculum.
15. Progress in the other subjects of the National Curriculum, design technology, geography and art is at least satisfactory. In music, physical education and history, progress is good.

Attitudes, behaviour and personal development

16. Most pupils have a very positive attitude to learning and show interest and often enjoyment in their work. This is a strength of the school. They are happy to be at school and keen to contribute to lessons including those for literacy and numeracy. Most pupils are able to work independently and they are given regular spellings, reading and other homework well matched to their levels of ability. Most parents are very impressed with the attitudes and values which the school promotes.
17. The school has a policy for encouraging good discipline with a system of rewards and sanctions. This is very positive and effective in creating a calm and orderly school where the pupils are courteous and very well behaved. This is a strength of the school.
18. There have been no pupil exclusions in the last four years. The new home-school agreement has been developed with considerable care and expresses high expectations for the pupils.
19. Pupils' relationships with one another and with teachers and other adults in the school are very open, easy and constructive. Pupils are very polite and welcoming to visitors and this helps to create a friendly and happy community. This is a strength of the school. In the classroom most pupils work collaboratively and they are very ready to show respect and appreciation for others. This was particularly noticeable in the sharing assembly when they were very quick to applaud the various musical performances. Pupils in all year groups are given responsibilities, for example tidying up classrooms, taking registers to the office, preparing the hall for assemblies and becoming members of the school council. They evidently enjoy these responsibilities.

Attendance

20. Figures for overall attendance are slightly lower than the national average. This is largely because parents continue to take pupils on holiday during term time in spite of the school's efforts to discourage it. There is minimal unauthorised absence. The procedures for recording and monitoring lateness and extended absence are effective and the few problems of continuing lateness or extended absence are dealt with efficiently. Lessons start and finish on time and little time is wasted moving around the school between

classes.

QUALITY OF EDUCATION PROVIDED

Teaching

1. Teaching is a strength of the school. Two thirds of the teaching is good or better, almost one-fifth is very good and one-twentieth is excellent. One-twentieth is unsatisfactory. Examples of very good teaching were seen in each year group. This is a good profile for the school and reflects the hard work and commitment of the teachers.
 2. The quality of teaching is much improved since the last inspection when almost one-third was unsatisfactory. There are many reasons for this improvement. The school has worked hard to improve the way in which teachers plan lessons so that lesson objectives are clear. Teachers then ensure that pupils know what it is that they are supposed to be learning. At the end of lessons teachers check what the pupils have learnt. This is good practice. Not all teachers use this information effectively to inform future planning. Monitoring by the Headteacher and curriculum co-ordinators of teachers' plans, the work of pupils and of lessons has helped to improve teaching and this has improved pupils' learning with a subsequent rise in standards. Co-ordinators do not carry out their monitoring roles consistently.
 3. Other factors, which help to improve the quality of teaching, include the good subject knowledge which teachers possess and their skill at using questions to develop learning. Teachers make good use of resources. Many of them set demanding work for high attaining pupils whilst at the same time attending to the needs of pupils with special educational needs. Teachers involve the pupils in their learning, for example in a Year 3 music lesson when the pupils were keen to play the instruments. In a Year 6 history lesson pupils had to sort through a families' rubbish to work out how big the family was, the time of year and to give evidence for their decisions. The response of the pupils to this was very good.
 4. The presentation of work is not always as high as it should be and a significant number of pupils said that their work could be neater, particularly in mathematics. There is a new marking policy in place since the beginning of the term and the intention is for marking to be used as a diagnostic tool. This is not happening consistently across the school and is a key issue. In many cases, marking is a tick with no supportive comment that helps the pupils to see how they might improve
 5. There is a good system of planning in the school. Teachers plan their work to a common format. They have conscientiously produced long, medium and short-term plans to which they refer during their teaching. These good plans which show progression over time are seen in practice. One of the strengths of the school is the way in which teachers in year groups plan together so that pupils receive similar work.
 6. Teachers put a lot of energy in to their lessons; they ask good questions; they give praise and encouragement; they give clear explanations and they have good relationships with the pupils. These factors hold the attention of the pupils who want to learn. In discussions with pupils it is obvious that they enjoy being with their teachers in the school. Teachers have developed clear class routines which are understood by the pupils. Teachers are helped in their work by the learning support assistants who target particular groups of pupils. The assistants have lesson plans and work well with teachers. They are also highly regarded by the pupils.
-
1. Teachers use a variety of styles when working with their pupils. Sometimes they address the whole class, sometimes groups of pupils and on other occasions they work with individuals. These styles are appropriate and match the tasks which are set for pupils. Resources are used to good effect although greater use could be made of information technology in lessons. Teachers use appropriate methods of

working with pupils who have special educational needs which ensure that these pupils make good progress.

2. The National Literacy and Numeracy Strategies have had a big impact on the school. Teachers plan their lessons conscientiously, using the materials which are provided, and follow the recommendations for implementation. Pupils say that they enjoy the work in literacy and numeracy and they recognise their own learning. The training which teachers have received has helped them to be confident in delivering their lessons.
3. The behaviour of pupils in lessons is very good. Pupils and teachers want to do their best for each other. There are few occasions when pupils are inattentive. Good relationships are evident in every class and teachers are quick to praise their pupils. The pace of lessons is good. It is brisk with an emphasis on trying to improve on previous best performance. Lessons are well timed with a good structure. This results in pupils who are motivated and keen to learn.
4. The school recognises that work needs to be done to improve how assessment is used to improve teachers' planning. This is an area of focus in the school development plan. Whilst some teachers use assessment in this way the practice is not consistent across the school which confirms that this is an issue that needs to be addressed.
5. Very good use is made of homework which is used to support the learning which is going on in class. Pupils say that they enjoy homework. They particularly liked it when they had to make a string telephone at home. Homework is given weekly and is aimed at different abilities of pupils. This was an issue raised at the parents' meeting. Teachers regularly mark the homework which is set.

The curriculum and assessment

34. The school offers a broad and balanced curriculum that covers all the areas of the National Curriculum. In the last inspection the provision for design technology, information technology, geography and music were judged not to be meeting the full requirements of the National Curriculum. The current position represents a significant improvement since the last inspection. The curriculum successfully promotes the intellectual, physical and personal development of pupils and prepares them well for the next stage of education.
35. All pupils have a good access to the curriculum and the range of opportunities offered to them reflect the needs of all pupils. The school's provision is extended by a sound policy for sex and drugs education. It is positively enriched through a very good range of extra-curricular activities that involve many of the teachers. Clubs include those for computers, science, football, basketball, rosary, gymnastics and a range of music related clubs. The school also enriches its curriculum through a wide range of educational visits that support the on-going work of pupils. These include a residential visit for pupils to the Isle of Wight.
36. The provision for pupils with special educational needs is very good and is a strength of the school. Careful planning and good support from teachers and learning support assistants ensures that these pupils receive appropriate individual learning programmes whilst still enjoying access to the full curriculum. Provision is good and in line with the code of practice. Pupils' progress is carefully monitored and relevant issues are promptly addressed.
37. The school places a strong emphasis on the teaching of literacy and numeracy whilst retaining a firm commitment to the other subjects of the curriculum. The National Literacy Strategy has been

effectively implemented by the school and this is having a positive impact on the quality of teaching. Although the National Numeracy Strategy has only recently been implemented, the school has had a daily numeracy lesson in place since 1998. Pupils in Years 5 and 6 are grouped by ability for the teaching of numeracy and literacy. This is successful in offering increased opportunities for more focused work.

38. The school has developed its curriculum planning since the last inspection and there are now clear subject policies in place for most subject areas. In addition to these subject policies the school has also developed policies for teaching and learning, measuring the achievement of pupils, and setting and achieving targets. These latter policies effectively link target setting to classroom practice and identify targets for pupils and teachers. Teaching frameworks are in place for all subject areas and these identify what will be taught and when. Due consideration has been given to the national schemes of work and good use has been made of them in some subject areas. These teaching frameworks are ensuring continuity and progression in pupils' learning. Teachers work closely together when planning and there is consistency between classes with similar aged pupils. Teachers work to an agreed format when planning for their subjects and their lessons and the clear identification of learning objectives within teachers' planning is very good. This helps to ensure that teaching is effective.
39. Subject co-ordinators undertake regular monitoring across a range of activities. Not all subject co-ordinators are released from the classroom to assess the effectiveness of planning in action and to support teaching. The outcomes of monitoring activities are used to target future needs and are linked effectively to the school development plan.
40. The school meets statutory requirements for the end of key stage assessments. Good progress has been made since the last inspection in the recording of pupils' progress. Recording formats now cover all subjects of the curriculum. The procedures for assessing pupils' progress are good but the use made of assessment information on a day-to-day basis by individual teachers is less well developed. Teachers' planning for individual lessons does not always take enough account of what pupils already know, understand and can do. This was particularly evident in the review of pupils' past work.
41. The school has developed effective procedures for setting targets for pupils. Individual targets for pupils are visible in all classrooms and the school makes good use of performance data to set targets for future learning. The analysis of data is also used to effectively target areas for future development. Annual testing shows, for example, that pupils do not perform as well in writing as they do in their reading. Strategies have now been identified to address this issue.
42. The quality of the marking of pupils' work varies between classes. All teachers are conscientious in their marking but few use the marking to identify what the pupil needs to do next time to improve his or her work. Comments are supportive but often relate only to effort and presentation. Marking has little impact on pupils' learning when it is not subject specific or linked to the objective for the lesson. The school involves pupils in the assessment of their own work at only a limited level. In Year 6, for example, pupils are encouraged to share opinions with each other on their work and this is effectively linked to targets for learning.
43. Pupils' reports are very detailed and clearly identify for parents the levels at which pupils are working in relation to expected levels. They also identify skills and knowledge in relation to each subject area and test outcomes. Parents also receive a termly progress report in the core subjects of English, mathematics and science that identifies attainment and targets for future learning. The attainment and progress information available to parents is excellent.

Pupils' spiritual, moral, social and cultural development

44. The provision for spiritual, moral, social and cultural development is very good and is a major strength of the school. Displays are indicative of the strong Christian ethos that pervades every aspect of the life of the school, for example, 'There are no strangers in this school, only friends you have yet to meet.' Each individual is highly valued and a warm welcome is extended to visitors by adults and pupils. Adults provide good role models for pupils. Opportunities are given for pupils to extend their understanding of the values of Christian and other beliefs through daily assemblies and religious education.

45. The provision for pupils' spiritual development is good. The daily acts of worship are central to the ethos of the school and provide pupils with positive spiritual experiences and offer opportunities for them to reflect and pray. Daily prayers at the beginning and the end of the day support spiritual development. Pupils are provided with many opportunities to reflect, particularly with regard to the texts used in literacy. Examples of their prayers, their hopes and fears and poems about their feelings are displayed throughout the school. Assemblies are important occasions when Christian teaching is reinforced, Christian values are celebrated and opportunities are given for reflection. They encourage participation and response through pupils' active participation in prayer, singing, reflection, drama, music, listening and discussion.

46. The provision for the development of pupils' moral development is very good. The school actively seeks to teach the principles of what distinguishes right from wrong and emphasis is placed on its effective development. This is reflected in the mutual respect and support shown by everyone in the school. There is a clear discipline policy that is consistently approached by all members of staff and the pupils respond appropriately. Pupils are encouraged to have respect for one another, the environment and resources. The school endeavours to promote a clear set of personal values and beliefs. The fact that there is no evidence of bullying in the school is evidence of the school's success in promoting moral values. They are actively encouraged to consider the needs of others less privileged than themselves through charitable work.

47. The provision for pupils' social development is very good. Children are taught to care for others within the school environment and to respect the beliefs, values and contributions of others. There are very good relationships between adults, between adults and children and amongst children. Pupils are encouraged to take responsibility in doing tasks in the classroom and the dining hall and in representing their class on the school council. Behaviour and discipline are very good and pupils are responsive and responsible. Pupils work and play together well, in pairs or in groups, and they socialise well with adults and visitors. Their social development is promoted through their links with the community which encourage a sense of citizenship, commitment and purpose. Information displayed around the school, for example, the millennium banner and the St. Anne Line Way encourage pupils to relate positively towards each other. Visiting speakers, authors, poets, musicians and the peripatetic music service contribute to pupils' social development. An extensive range of extra-curricular activities in sport, music and other activities contribute to the social development of pupils. The friendliness, helpfulness and openness of all adults and children is a noticeable feature of the school and reflects the Christian and caring ethos.

48. The provision for pupils' cultural development is good. There are many opportunities for pupils to develop an understanding of their own cultural traditions. Good use is made of the rich local heritage, for example, the 'plotlands' and contrasting areas such as Maldon and areas further afield, such as Dorset and the Isle of Wight. Efforts are made to help pupils to appreciate the richness and diversity of other cultures. They learn songs, such as 'The Story of Diwali' and 'Bongo Jo.' Cultural development is encouraged in history, through the study of the Romans to the present time, ancient Greece and a past non-European society. In art, pupils study the work of famous artists of different cultures. The school teaches about the beliefs and customs of other major world faiths, such as Sikhism, Buddhism, Islam and Judaism. In geography, pupils study the cultures of a number of European countries, such as Italy, Spain, Germany and France. Resources reflect a range of cultures. Visitors to the school, and visits made on the pupils assist cultural development. The previous inspection report drew attention to the fact

that not enough was done to develop musical appreciation, with reference to cultural development. This has been addressed in music lessons and through the multicultural music club, where instruments from all around the world are played by twenty children, who regularly share their experience with others at assembly.

Support, guidance and pupils' welfare

49. The school has very good procedures for supporting and guiding the pupils and for ensuring their welfare. Teachers and support staff know and care for the pupils very well and sympathetically. There is a strong commitment to those with special needs. This caring and supportive attitude is a strength of the school. Child protection procedures are in place and all staff are fully aware of them. Almost all the pupils come from the neighbouring infant school which has very close liaison and shares a joint governing body. This makes for an easy transition and few problems with induction. There is also well planned preparation for pupils transferring to secondary schools.

50. Procedures for monitoring pupils' academic progress are very thorough and there are good procedures for monitoring personal development. Annual reports sent to parents meet all requirements, are well written and show good personal knowledge of the children. The school has very good procedures for promoting positive behaviour and for encouraging and monitoring good attendance and punctuality. The few instances of persistent lateness or extended absence are dealt with efficiently.

51. The school takes its health and safety responsibilities very seriously. The site manager is very alert to any possible problems. He does regular inspections of the premises with the local surveyor and termly tours of the school with the Headteacher. Any problems are reported to the premises committee. The school is cleaned to a high standard and maintained in good decorative order. The school gardener is to be congratulated on her work to enhance the attractive nature of the school, particularly in the school quadrangle. First-aid and medical arrangements are thorough. Links with the educational welfare officer and other agencies are very good and there is an appropriate policy for health and sex education. Overall, the teachers and staff are very caring, there is a very happy atmosphere and the pupils clearly enjoy coming to school.

Partnership with parents and the community

52. Parents and grandparents are encouraged to play an active part in the life of the school. They are made welcome, support learning in the classroom, including literacy and numeracy, and assist with other activities and on school trips. The strong and effective homework policy and reading diaries encourage parents to become involved with their children's learning and make an effective contribution to it. The parents' co-operative is very supportive in organising children's events and raising money.

53. Overall the school has a very effective partnership with parents and keeps them well informed with weekly newsletters and other leaflets. There are formal meetings with teachers twice a year, special meetings on literacy and numeracy and plenty of opportunities for informal discussions. Annual reports on the pupils meet requirements and are personal, well written and include individual goals for the pupils.

54. The school has very close links with the community. Liaison with the neighbouring infant school and local secondary schools is very good and pupils make preliminary visits to their future schools. The "Big School Project" has been developed very successfully with local secondary schools to help Year 6 pupils gain confidence about their transfer. There are good links with the local police and other agencies. There is a strong relationship with the local Catholic church. Pupils sing in a variety of locations in the town including an old peoples' home. They are also involved in various local projects, including "Spring Clean" and recycling. Visitors to the school have included churchmen, authors, artists and officers from charities. The school supports two main charities: the Catholic Childrens' Society and Sightsavers. These links all have a positive effect on the attainment and personal development of the pupils.

55. An unusually wide range of educational visits and extra-curricular activities supports the curriculum

and enriches the pupils' learning. This is a strength of the school. Visits include Colchester Castle, Duxford Air Museum, Tilbury Environmental Centre, Lee Valley Countryside Centre, and The Ragged Child School Museum in Mile End. There are residential trips for the older pupils to the Isle of Wight and Osmington Bay in Dorset. Extra-curricular activities provide something for every age group. Sporting teams compete in football, basketball, netball, athletics and cross country. Clubs offered include music (recorders, choir and guitars), gymnastics, short tennis and drama. Pupils sing at a variety of venues and are to sing at the Albert Hall next year. All of these activities contribute to the ethos which exists within the school

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

56. Leadership and management is a strength of the school. The school is very well managed and led ably by an enthusiastic Headteacher, who is supported by an informed Governing Body. The Governing Body has seven committees that meet termly and report regularly to the full body. The Headteacher is a member of these committees and they consider his advice very seriously. This results in a School Development Plan, produced through the involvement of staff, which properly identifies the priorities for the school and is funded by the allocation of finance to support planned initiatives. The equally enthusiastic Chair of Governors works closely with the Headteacher and they share a common vision for the future of the school. This includes the desire to continually improve on present performance. The curriculum committee has played a major part in monitoring school performance and it has a good view of standards within the school. This view is informed by a thorough understanding of the schools' results in national and internal tests linked to a target setting process. Many of the governors have undertaken training for their roles. Some governors have visited classrooms and written reports on their visits.

57. There is a new senior management team (SMT) consisting of the Headteacher, the deputy Headteacher, and teachers with responsibility for monitoring, progress and ethos. SMT meets currently on an irregular basis. It has dealt with management issues within the school, for example, the organisation of classes and timetabling. The Headteacher's vision is for the school to become self-evaluating. The current role of the SMT does not help to fulfil this vision. The Headteacher and the deputy Headteacher have a very good working relationship and both benefit from their commitment to their roles. There is a healthy climate in which opinions are challenged.

58. Curriculum co-ordinations also take their responsibilities seriously. They work hard at keeping up to date with their subjects and actively help their colleagues. They are involved in monitoring developments within their subject areas and there are some very good examples, for example, in mathematics and science where teachers' plans are reviewed, pupils' work is examined and lessons are observed. Reports are given to teachers and to the Headteacher. There is evidence that this has helped to improve the quality of teaching and learning. The English and mathematics co-ordinators have ensured that the introduction of the national strategies in their subjects has been implemented thoroughly. The very good practice which exists is not common across all subjects and some co-ordinators monitor the intent of teachers' planning and not the impact on pupils' learning.

59. There is an emphasis within the aims of the school of tolerance, respect and the encouragement of every child to reach their potential. This is to be developed where the ethos in the school is based upon the example of Christ. Evidence from the parents' meeting and their questionnaires, together with that provided through discussions with pupils, show that the school reflects its aims in practice. The ethos of the school is one of its many strengths. All pupils value the way in which their teachers encourage them and their views are summed up in the words of a Year 6 girl who said, 'They give us confidence'. During the discussions with pupils no one had any dislikes of the school. Pupils confirmed that everyone is treated equally. The support given to pupils with special educational needs, by teachers and learning support assistants, helps to raise their self-esteem and their attainment.

60. The current School Development Plan (SDP) is a good document that helps the school to focus on school improvement. It identifies six major areas for development. They are the numeracy strategy, literacy, the SMT, IT, using assessment to enhance planning and the governing body and its role in policy development. These are appropriate and there are strategies to ensure that the issues are monitored to success criteria. The success criteria do not always relate to pupil outcomes and standards. Most governors and staff know the contents of the SDP in detail and recognise the role that they have to play in its implementation. The joint Governing Body of the school and the adjoining infant school is separating from January 2000 and appropriate plans are in place to ensure a smooth transition to two new governing bodies.
61. The Governing Body and the staff of the school, working together, have ensured that the recommendations of the previous inspection in 1996 have been implemented. Their regular monitoring of the Action Plan from the last inspection shows that progress has been made in all areas.
62. Improvement since the last inspection has been made with every Key Issue. The standards of achievement and the quality of teaching and learning at Years 5 and 6 have been maintained. Expectations at Years 3 and 4 have been raised, helped by the new policy on transition from the infants' school to the school. The work done on the project with Homerton College, Cambridge on sustaining progress in Year 3 has helped teachers and pupils. Good progress has been made in design technology, information technology, geography and music. Teachers' planning is vastly improved and now includes specific learning targets for individual lessons. Satisfactory progress has been made with assessment although it needs further work to ensure that all teachers use it to inform future planning. Much good work has been done on monitoring and evaluating the curriculum.
63. The Governing Body fulfils its statutory obligations, including the provision made for those pupils with special educational needs.

Staffing, accommodation and learning resources

64. The school benefits from hardworking, committed and caring teaching and non-teaching staff. Teachers are appropriately qualified and experienced to ensure the delivery of the National Curriculum to all pupils. The qualifications and experience of the learning support assistants is excellent and they have a significant impact on the standards achieved by pupils. They provide outstanding support for teachers and they are extremely effective in their interactions with pupils. The office staff work hard for the good of the school.
65. The Headteacher undertakes regular meetings with all staff and these meetings are used to identify the professional needs of teachers. This information is used to inform the school development planning process and to identify targets for individual teachers. Staff development has taken place to support both the needs of the school and the needs of individual members of staff. All teachers, for example, attended training in the summer term on the introduction of the national scheme of work for information technology and this has helped them to support pupils. The development of staff is supported by a staffing policy and staff development policy that make clear the priority the school places on the continual development of its human resources. The induction process for the school's most recent newly qualified teacher who is now in her second year of teaching has been effective in ensuring that the teacher has had access to a mentor and the opportunity to reflect on classroom practice in a range of teaching situations.
66. Accommodation at the school is well cared for by staff and pupils and is very well maintained by a conscientious caretaker and cleaning staff. The role of the governing body in ensuring a safe, clean learning environment for pupils is significant. The accommodation allows for the effective delivery of the curriculum and creative use has been made of all the available space to provide enhanced library and computer facilities. Attractive displays are a feature of all areas within the school.

1. The external environment includes an activity area, an area of playground for quiet reflection and an extensive grassed area. Pupils are appreciative of the quiet area and this is another example of the school's ethos in action. The internal courtyard is most attractive.

68. The school has sufficient learning resources to support its curriculum. In many cases the provision of resources has been matched to the actual demands of the curriculum to ensure that pupils have the necessary resources when they are needed. Their quality and use are satisfactory but accessibility is an issue in some subjects where resources are stored centrally. This makes it difficult for pupils to get their own resources at times. In information technology the school has significantly improved the provision since the last inspection and pupils now have access to a dedicated computer suite as well as access to computers in their own classrooms. Provision for information technology is limited in other subject areas.

The efficiency of the school

69. Educational developments are effectively supported through careful financial planning. The school has a realistic and costed School Development Plan that identifies key priorities for action. The success criteria by which the school will measure its progress towards the targets are identified but they do not always relate to pupil outcomes and standards. The School Development Plan is drawn up through discussion and consultation and the governing body has a clear role in this. The spending against the School Development Plan is regularly monitored by governors and the Headteacher has been set clear financial guidelines to work within by governors.

70. Routine administration is good and all administrative and financial control procedures are well organised and efficient. There are good systems for controlling expenditure and the governing body is kept well informed. Curriculum co-ordinators are allocated budgets in line with their own assessments of needs but they are not always sure how the final figure allocated to them is determined. The recommendations of the last audit report have been implemented in full. The school receives grants to support pupils with special educational needs and from the standards fund. These grants are appropriately spent for their intended purposes.

72. Teachers and support staff are deployed effectively and their professional development is well managed. The accommodation available to the school is well used and enables the full delivery of the National Curriculum. Recent improvements to the building have enhanced the quality of the learning environment for pupils. The computer suite is a major addition and a good example of the way in which the Headteacher and staff are constantly looking at ways to improve the quality of the available accommodation. Resources are sufficient and well used by teachers and pupils to support the delivery of the full curriculum.

73. Taking into account such factors as the average attainment of pupils on entry, the high standards achieved in English and mathematics, the positive ethos and response of pupils, the average unit cost for a school of this type and the improvements made since the last inspection, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

74. In the 1998 National Curriculum tests for pupils reaching the end of the Key Stage 2, the percentage of pupils reaching the national standard in English was above the national average and the percentage exceeding expectations was broadly in line with the national average. The school's overall performance was above average in comparison with all schools and above the average for schools with pupils from similar backgrounds.
75. National test results for the last three years reveal that the performance of pupils in English was above the national average. The performance of boys was above the national average and the performance of girls was well above the national average. This variation is consistent with the national picture.
76. The school's 1999 test results show a rise in the number of pupils achieving the national expectation. The percentage exceeding national expectations also shows an increase. Comparative information for 1999 is not yet available. This improvement reflects the successful implementation of the National Literacy Strategy. Throughout the school, pupils at all levels of attainment, including those with special educational needs, make good progress during the literacy lessons.
77. At Key Stage 2, speaking and listening skills are good and, in many cases, very good. The great majority of pupils make good progress in extending their skills in speaking and listening. These skills are particularly apparent during the whole-class elements in the literacy hour when pupils respond to questions arising from the text being studied and show an ability to explain their ideas clearly, using a good vocabulary. They enjoy participating in discussions which form a part of the introduction to lessons in other subjects. They show that they are capable of engaging in thoughtful comment, for example, in Year 4, when discussing the problems that must be overcome in translating a piece of prose into a playscript. The pupils respect the ideas of others. The rate of progress in speaking and listening is sustained throughout the school. They benefit from the opportunities created for them to participate in drama sessions, as in assembly where the theme was caring for others. Their growing ability to vary vocabulary and expression, in order to gain the interest of their listeners, is a strong feature in their learning.
78. Standards in reading are above the national average and the great majority of pupils make good progress throughout the key stage. Many parents give valuable support by reading with their children at home and introducing them to the local library. A significant number of pupils took part in the reading activities at the local libraries during the summer holiday. The group reading sessions in the literacy hour contribute to pupils' attainment and progress and broaden their knowledge of literature. Pupils with special needs receive good support and most make good progress. A significant proportion of pupils read fluently and show a good understanding of what they read. Many pupils read widely and demonstrate good fluency and accuracy. They read expressively a range of stories, plays and poems and are competent in using the school library to locate information. By the end of the Key Stage, the competence of many pupils in reading is of a high order and the great majority reach standards which are at least consistent with national expectations, with one third above. The higher attaining pupils read a wide range of books, including children's classics, and can confidently discuss the plot, characters and the styles of the books. A systematic programme for the teaching of reference skills would assist higher attainers to research a wider range of sources when carrying out personal research.

79. Standards of writing are considerably lower than those in reading and lower than they were at the last inspection. Standards of writing of the Year 4 group were above the national average and broadly in line with similar schools, on entry to the junior school, as were standards in reading. Pupils in the Year 3 entered the school with standards above the national average in reading and close to national standards in writing. Some very good examples of extended writing were seen in Year 6 in which pupils expressed their childhood fears and experiences that had had a deep effect on them. By the end of Key Stage 2, pupils' writing is generally lively and thoughtful. Spelling, including polysyllabic words that conform to regular patterns, is generally accurate and improving, due to the emphasis given to regular, differentiated spelling homework. By the end of the key stage, the choice of vocabulary is imaginative, punctuation is correctly used, including apostrophes and inverted commas and simple and more complex sentences are organised into paragraphs. The emphasis, throughout the school, on ensuring that pupils give attention to the beginning, the middle and the end of stories, improves the standard of written work. Handwriting is generally joined, legible and fluent by the end of the key stage, due to the structured handwriting scheme.

80. Throughout the school, progress in the literacy hour is good. The literacy hour has been implemented very successfully and there is clear evidence of pupils extending their skills in writing and their understanding of grammar. Pupils generally make good use of their speaking, listening and reading skills in other subjects. Year 3 successfully write a shape poem and use appropriate vocabulary, for example, 'bats are swinging, scratching, screeching' and they edit their work together and individually. Year 4 successfully translate a piece of prose into a playscript, adding stage directions. Year 5 develop the structure of a story, producing some interesting and effective opening paragraphs. Year 6 develop their ability to write biographies, for example, of Princess Diana, and autobiographies. Literacy sessions are planned carefully, in order to contain an appropriate range of activities. The introduction of the literacy hour has had a positive impact on both attainment and progress. Pupils with special educational needs make good progress in the targets set for them in their individual education plans. They make good progress when the work is matched to their needs. The help given by the trained learning support assistants, through Additional Literacy Support, is beginning to help pupils to form their letters better, to improve their knowledge of phonics, to improve comprehension skills and the understanding of individual words. Pupils recognise that they have achieved success, in each session, and this helps to develop confidence. In oral sessions, pupils follow the lesson closely, supported well by the learning support assistants, and they are encouraged to offer an answer. Opportunities for extended writing and imaginative writing in other subjects are not always fully exploited. Writing tasks given to high attaining pupils in literacy and other subjects are not always challenging enough to develop more sophisticated skills. Pupils are given opportunities for writing in history and to take notes in geography.'

81. Pupils respond very well in most lessons. They enjoy the literacy hour and often make perceptive contributions. Older pupils draw effectively on prior learning to inform their answers. Pupils are motivated and conscientious. They co-operate sensibly when required to work together and require very little supervision when engaged in written work. Their behaviour is very good and they are courteous and trustworthy. They show respect for resources. They form constructive relationships with adults and with each other. They respect the efforts of others. They answer questions, await their turn and learn from the mistakes of themselves and others.

1. The quality of teaching is good and the good standards noted in the previous inspection have been maintained and improved upon. In the best lessons, teachers expect high standards and encourage their pupils to give of their best. Teachers are confident, knowledgeable, well prepared and ready to challenge pupils to think deeply through well-focussed and targeted questions. Books are generally marked carefully but there are few examples of helpful comments praising achievement and suggesting how the quality could be improved. Planning is detailed but it does not contain assessment opportunities to inform future planning. Progress in reading and writing is assessed regularly and there is formal assessment of spelling through regular testing procedures. The quality of teaching in the

literacy hour is always good and, on some occasions, very good or excellent. Planning is effective in identifying precise learning objectives and is set out on a weekly and daily basis, thereby helping to ensure continuity. Texts are carefully selected and their presentation is effective. Good explanations and skilful use of questioning is very effective. Class management is very good and lessons are well organised to achieve an appropriate balance between all the elements of the literacy hour. The use of differentiated tasks ensures that the needs of all pupils are met effectively, although higher attainers are not always challenged. At present, the use of information technology to enhance literacy skills is not generally exploited.

83. Co-ordination is effective and this has helped to raise standards during the introduction of the National Literacy Strategy. All staff are well trained in the National Literacy Strategy and are well-supported. Monitoring of teaching and standards has taken place in all classes. Regular in-service training is provided for staff. The learning support assistants have been well-trained in Additional Literacy Support. Resources are good and are managed well. The programme of work meets fully the requirements of the National Curriculum and makes good provision for all pupils. The Headteacher, the co-ordinator and the LEA link inspector have observed the literacy hour. The Headteacher and the governor with special responsibility for literacy, who visits the school regularly, keep the governing body informed about current initiatives and progress.
84. The last inspection drew attention to insufficient opportunities for pupils to evaluate their own work or that of other pupils, some unsatisfactory lessons where there was an over-reliance on worksheets, some examples of low expectations and weak class management, not enough opportunities for pupils to work together in groups, no diagnostic record of progress for those pupils who have special needs, the lack of opportunity for the co-ordinator to fulfil the monitoring role and the unattractive main collection of information and reference books. All these weaknesses have been successfully addressed and the quality of teaching has greatly improved, supported by the introduction of the National Literacy Strategy.

Mathematics

85. The attainment of pupils at the end of the Key Stage is good and is above national expectations. In the 1998 national tests the pupils' results were well above those of similar schools. The 1999 test results show further improvement. Over one-third of the pupils who took this year's tests achieved results at the higher level for pupils of this age (level 5 of the National Curriculum). This improvement in standards has been maintained over the past five years. The school is well placed to achieve the challenging target which it has set for the year 2000.
86. The mental agility of the pupils is generally good. Throughout the school, many of them can instantly recall addition and multiplication facts appropriate to the expectations for their age groups. They can confidently explain strategies which they use in calculations, for example, when adding on nine to another number. They have a good grasp of the vocabulary of the subject and they know and use terms like factor, multiple and prime numbers with ease. Pupils in Year 3 can identify two-dimensional shapes and describe their properties. They also know what the different digits represent when presented with a number like 324. Pupils in Year 6 can multiply decimals by ten or a hundred and understand how to subtract decimals. The presentation of work by pupils needs more care as there are too many examples of work which is correct but which is untidy.
87. The pupils throughout the school make good progress. They show gains in knowledge, skills and understanding from one year to the next. In Years 5 and 6 the school arranges the two classes in the year group in to three ability sets. This has helped the pupils to progress as targeted support is given to the lower groups. The higher sets tackle more demanding work. The progress of pupils with special educational needs is helped by the encouragement given to them from the learning support assistants,

who work closely with the teachers. This ensures that targets identified in Individual Education Plans are met. Pupils apply their knowledge of mathematics in other lessons. In a Year 6 science lesson some good work on graphs was done as the pupils represented the cooling of a liquid over time. This application across the curriculum helps the progress which pupils make.

1. The behaviour of pupils in lessons is very good. They are attentive to their teachers and want to learn. Good relationships between pupils and all teachers are evident. In discussion with pupils they said that their teachers encourage them. It is obvious that pupils want to please their teachers. Pupils have positive attitudes to the subject, learn from each other and are motivated to achieve success. Occasionally the attention of a small number of pupils wanders off the task given to them, although teachers quickly help them to re-focus. Pupils willingly join in with discussions and are keen to answer questions set for them.

2. Teaching in the subject is good. Individual teachers have a very good knowledge of what it is that they are required to teach. Teachers put a lot of effort into planning their work to a common school format. They use the National Numeracy Strategy to support the planning of their work. In lessons this very good planning is seen in practice. Teachers in year groups work well together and this ensures that pupils in their classes do similar work. They have high expectations of themselves and their pupils. The high quality displays in every room support the pupils' learning.

90. At the beginning of lessons teachers always make clear to the pupils what it is that they are expected to learn. At the end of the lesson these objectives are checked against the pupils' learning. Although some teachers make good use of this assessment others do not make full use of the information to inform future planning. All of the teachers use the start of the lesson effectively to re-enforce the mental agility of the pupils. They ask good questions and allow pupils to explain their working which, in turn, is used by teachers to develop the lesson. The schools' good resources are well used to support learning. Teachers also make their own large visual aids, for example, tens and units which were used to support subtraction in Year 4. The presentation on some worksheets, which are given to the pupils, is sometimes untidy and this does not present a positive model for pupils to copy. Homework, which is targeted at different ability groups, is well used to support learning which is going on in lessons.

91. The co-ordinator has worked hard at her role and this has improved the teaching of the subject. She monitors the work of other teachers and has produced a scheme of work which teachers follow. She works closely with the governor with responsibility for numeracy, has good links with the infants school and has a clear view of how to continue to improve the teaching and learning in the subject.

92. The school has made good progress since its last inspection.

Science

93. The results of the 1998 National Curriculum tests for eleven-year-olds are above the national average and above the average for similar schools. The percentage of pupils attaining the higher levels of the national curriculum is close to the national average. Taken over the last three years, pupils' attainment is above the national average. This shows a significant improvement in performance since the last inspection. Performance in the 1999 tests, although only provisional at present, shows that this improvement has been maintained with nearly half of the pupils attaining the higher levels of the national curriculum. The school has set itself the target of between 90% and 92% of its pupils reaching the age-related expectation in the year 2000. The school is well placed to meet this challenging target.

94. The attainment of pupils currently at the end of the key stage is in line with that expected for their age. Attainment for these pupils does not yet reflect the high standards of previous years because the progress pupils make in Year 6 is much better than that elsewhere in the school. The good teaching observed within science in Year 6 enables pupils to make good progress and this is reflected in their performance in the end of year tests. Progress through the rest of the school is satisfactory.

95. The review of pupils' past work showed that the school was teaching the content of the science curriculum but there was not enough emphasis on teaching the pupils how to work in a scientific way. The school has addressed this issue effectively and younger pupils are beginning to be able to carry out simple investigations and record their findings appropriately. They are starting to use scientific language correctly and their observational skills are developing. This work is often supported by effective classroom displays that further highlight this process.

- 1 Pupils in Year 3 are able to describe how they carried out a fair test to see how far a car would travel on different surfaces. They do so using correct vocabulary and can talk about the number of variables within the investigation. Year 4 pupils were evaluating a variety of paper towels for their ability to absorb water. These pupils were recording their results onto a chart. Other Year 4 pupils were graphing the results of their work on the insulating properties of materials. This lesson was effectively supporting work in mathematics through enabling pupils to apply their learning to another subject.

97. An effective planning framework ensures that this work is built upon as pupils progress through the school. Pupils in Year 5 were observed constructing and testing a string telephone. Pupils were able to talk about the nature of the investigation and make simple predictions based on their prior knowledge. They were able to use simple measuring equipment to ensure that the tests were fair. Some pupils were able to offer explanations for their observations. Pupils in Year 6 can describe the differences between the properties of different materials when investigating the transparent, translucent and opaque properties of materials. They are recording their observations systematically and using information technology to present their results as graphs.

1. Pupils' are well motivated and display a positive attitude to their learning. They enjoy their work and sustain their concentration well. They listen carefully when teachers are explaining the work and are keen to offer their own ideas during discussion. They co-operate well when undertaking practical tasks and are able to share resources sensibly. When investigating, pupils work collaboratively as they discuss and plan what they will do.
2. The quality of teaching is always satisfactory and good in Year 6. Lessons are generally well planned and have clear learning objectives but sometimes the planning does not take into account the full range of abilities. Pupils with special educational needs are well supported. Teachers give pupils a clear idea of what is expected in lessons. This was seen in a Year 5 lesson where the teacher identified the variables in an investigation with a string telephone which helped the pupils with their practical work. Effective classroom management ensures that little time is wasted in lessons and there is a good level of consistency between classes with similar aged pupils.
3. The assessment of pupils' work is regularly undertaken by teachers but not enough use is made of this information to inform future planning. Activities are often based on all pupils undertaking the same task rather than reflecting the identified needs of individual pupils. Concept maps using the pupils' knowledge are made at the start of topics and more use could be made of these to plan work based on what they already know. Marking is conscientiously undertaken by teachers but it is sometimes ineffective because it is related to effort and presentation rather than scientific understanding.
4. The co-ordinator for science provides good subject leadership and this is having a positive impact on pupils' attainment. The organisation of a lunchtime science club for pupils reflects the co-ordinator's commitment to the subject. The mirror writing activity interested the pupils. A detailed planning framework ensures that pupils experience the full range of science. The co-ordinator regularly monitors the teaching of science using a good range of monitoring strategies. This has enabled the co-ordinator to identify areas for future development. The subject knowledge of teachers has been one such area of identified development. Standards within the school are shared with teachers through pupils' work in the Record of Learning Outcomes. This is in need of updating to reflect the current standards in science in the school. The school has an effective system for recording the progress of pupils through all areas of

the science curriculum. Resources for teaching and learning are satisfactory both in terms of equipment and accommodation.

Information technology (IT)

1. There were only limited opportunities to observe information technology being directly taught during the inspection but individual pupils and small groups were seen working in classrooms and the information technology suite. Discussions were held with a group of pupils from each age group and the planning and documentation for the subject were reviewed, as was pupils' work in displays around the school. This evidence shows that the attainment of pupils currently at the end of the key stage is in line with that expected for their age and pupils make satisfactory progress. This picture of attainment and the improved provision and planning for IT represent a general improvement since the last inspection and the school is aware of the areas in which further improvements are required.
2. The school has recently made significant improvements in its provision for pupils. The creation of a dedicated room for IT has just been completed and now enables teachers, working with very effective learning support assistants, to effectively teach IT related skills to small groups of pupils. Provision within classrooms allows teachers to reinforce these skills but this classroom provision is not yet being fully exploited by all teachers.
3. Good links are made between IT and other subjects of the curriculum. Pupils in Year 6, for example, are able to use IT to graph the results of a science experiment related to the stretch of an elastic band. Pupils in Year 4 are able to devise sequences and they can use this knowledge to design key patterns as part of their work on the Greeks. Pupils throughout the school are confident users of the keyboard and mouse. They support each other in their work and there are good levels of Cupertino and collaboration. Pupils are enthusiastic and enjoy this aspect of their work in school.
4. The limited direct teaching that was seen during the inspection was good but evidence from the pupils' past work shows that teachers' expectations are not always high enough for their pupils. The recently introduced subject planning for IT is in line with national expectations and is beginning to help teachers to address this issue.
5. The subject co-ordinator for IT has been effective in developing a range of support documentation for teachers. Future planning needs in this area are identified within the subject's own development plan. These target areas include the further development of teachers' skills and the increased provision for pupils. These targets are effectively linked to the raising of standards in this subject.
6. The subject co-ordinator has invested much personal time in the development of this subject. The school has recently registered with the International Curriculum and Assessment Agency so that the school can recognise the achievement of its pupils in IT through the certification of their attainment. The co-ordinator has given his time to become an approved assessor for this scheme. The recording framework used is matched to the national curriculum and will enable teachers to effectively chart the progress and attainment of pupils.
7. The co-ordinator has undertaken some monitoring activities within IT but these have been mainly linked to the quality of planning rather than the impact of this planning on pupils' work. Because of this, the school cannot yet be certain that all pupils are receiving their full time entitlement to this subject. The school has put a significant effort in to improving the provision for, and standards within, IT. It is well placed to continue this improvement.

OTHER SUBJECTS OR COURSES

Art

1. There were only limited opportunities to observe the direct teaching of art during the inspection. Additional evidence was gained from artwork around the school, pupils' present and past work and through discussions with pupils. This evidence shows that pupils make satisfactory progress with their work.
 2. There is evidence of some work of high quality but within a narrow range of activities. There is little evidence, for example, of pupils working with three-dimensional media on a variety of scales. The co-ordinator has recently introduced a framework for the subject. This is beginning to impact positively on teaching and learning.
1. Younger pupils are increasingly able to use pencil, chalk and pastel to produce closely observed representational work of everyday objects. In Year 4 pupils are able to appreciate the work of other artists such as Kandinsky, Pollock and Magritte. The close study of different pieces of artwork enables them to perceive similarities and reflect the style in their own work. Older pupils experiment with light and shade when drawing musical instruments linked to their science work on Sound. The developing use of sketch - books is supporting pupils in the review and modification of their own work. The lack of consistent annotation within these books limits their effectiveness as a source of visual assessment for teachers.
 3. Pupils talk enthusiastically about this subject and the activities provided for them. In the one direct lesson observed most pupils apply themselves well and can talk with interest about the task they have been set. This is beginning to have a positive impact on teaching and learning.
 4. The co-ordinator has only recently taken over the responsibility for this subject. Prior to this it was without a co-ordinator for some time. Although new to the role, the co-ordinator has developed a policy and planning framework that effectively identifies learning objectives linked to appropriate resources. An assessment of learning is undertaken at regular intervals and a recording sheet asks teachers to identify pupils' progress against the identified learning objectives for that term. The co-ordinator has undertaken some monitoring activities but these are not yet related to the impact on pupils' learning. Resources are matched to the planning framework but the choices available to pupils are limited.

Design and technology

116. Opportunities to observe design technology being taught during the inspection were limited. Only two lessons were observed but additional evidence was gained from pupils' present and past work, teachers' planning and school documentation and design technology work on display in classrooms and around the school. This evidence shows that pupils make satisfactory progress. The weakness identified in this subject by the last inspection has been satisfactorily addressed.
 117. As pupils move through the school they use an increasing range of technique, processes and resources with growing confidence. Pupils in Year 3 design and make a moving vehicle that meets previously identified criteria. Pupils in Year 4 design and make a place mat using materials linked to their science work on insulation. Year 5 pupils evaluate a range of bought pizzas and then design and make their own taking their own evaluations into account. Pupils in Year 6 disassemble torches to identify the functions of the various parts and then construct their own through measuring, marking out and shaping a range of materials. Products are then evaluated and improvements carried out as required.
 118. The range of topics experienced by pupils links well with other subjects of the curriculum. Year 6 pupils can, for example, use their knowledge and understanding of electricity to influence their torch designs. The progressive development of work through the school is underpinned by effective planning that identifies skills, knowledge and understanding for each area of study.
1. Pupils' attitudes to design technology are positive and, in the lessons observed, the response of pupils was always good. They listen attentively to the instructions of the teacher and enjoy the challenges of their work. They are able to talk about their designs and what they want to achieve as an end product.

They co-operate well with each other when sharing resources and behaviour is good as pupils tackle their work with enthusiasm and interest. Pupils are proud of what they achieve.

120. The overall impact of teaching is satisfactory with teachers' planning ensuring that lessons have clear objectives. Teachers effectively explain activities to pupils and are careful to ensure that pupils are aware of any safety issues. Effective working routines ensure that pupils settle to their work with little fuss. Teachers then support individual pupils with their work and, when necessary, give effective inputs to the whole class. Pupils are well supported as they design, make and evaluate their products. Relationships between adults and pupils are very good. Sometimes the range of resources made available to pupils is too narrow with the result that pupils produce very similar products.

121. Although there is good support documentation that provides a clear framework for design technology, there is no policy for this subject area. This means that, at present, there is no consistency as to how teachers, for example, integrate regular assessments into their work. Assessments made at the end of an area of study are recorded termly on a subject recording sheet.

122. At present the subject is co-ordinated by a teacher on a temporary basis. This teacher is not able to undertake the full range of responsibilities for the co-ordination of this subject. This is not impacting adversely on what happens at present in the subject but it will make it difficult for the school to make further improvements in the future.

Geography

123. Judgements about progress in geography are based on a limited number of lessons because, during the week of the inspection, there were few opportunities to see geography being taught. Work and records have been scrutinised throughout the key stage and discussions held with the co-ordinator and other staff.

124. Progress is in line with national expectations. Pupils make sound progress throughout the key stage. All aspects of the National Curriculum programme of study are covered and progress is sound in each unit studied. They recognise and explain patterns and variations, e.g. in the weather. They establish links between different towns, areas, regions, countries and continents. They develop their capacity to observe and ask questions about geographical issues, to analyse evidence, draw conclusions and record findings. They use and interpret maps, plans and globes, measure direction and distance and follow routes. They use secondary sources of evidence and information technology, with the program, 'World Explorer.' They develop their mapwork skills, from making plans of the classroom and school and plotting the route to school in Year 3 to detailed work on Ordnance Survey maps at the end of the key stage.

125. Year 3 make progress in understanding their immediate locality. They make progress in their understanding of Chembakolli and in their ability to compare and contrast it with Basildon. Year 4 learn about rivers and their effect on the landscape. They develop their mapwork skills and carry out a shopping survey. They contrast Basildon with Maldon, a Saxon settlement. Year 5 further develop mapwork skills. They gain knowledge of the environment, local and global. They carry out a traffic survey and discuss how to solve the congestion at the start and end of the school day. They record their results, graphically. They discuss the moral implications of caring for the environment. They research how environmentally friendly is the school. Year 6 make progress in their study of maps and their use of co-ordinates. They contrast settlement on the Isle of Wight and in Dorset with Basildon, during their week's stay in each of these contrasting areas. They compare the physical features and way of life in Britain with that of Kenya. During the key stage, they develop their independent research skills in topics on various European countries, France, Germany, Spain and Italy. They use secondary sources such as photographs, books, maps, plans, CD ROMs and Ordnance Survey maps to good effect.

126. The response of pupils is satisfactory. They have positive attitudes towards their learning. They have

well established work habits and maintain a steady pace of work. They contribute well to discussions and respect the views of others. They are motivated and concentrate well, during written work. They use skills and information from across the curriculum. Their behaviour is very good. They show respect for resources.

127. The quality of teaching overall is sound. Most teaching is well planned, with learning objectives clearly identified and communicated to children. The scheme of work is closely linked to the National Curriculum and is detailed, thus helping to ensure continuity and progression. Teaching provides opportunities for pupils to reason, compare and contrast. There is good use of time and resources and the pace of lessons is satisfactory. It caters for the abilities of all pupils in that work is differentiated, but it is not always sufficiently challenging for the high attainers and does not encourage the development of the higher order skills, for example, research from a number of sources including CD ROMS and library books.
128. Leadership is positive with clear, identified goals. Staff are well supported by the co-ordinator. The scheme of work is detailed and is closely linked to the National Curriculum programmes of study. The co-ordinator monitors planning to try to ensure coverage, continuity and progression but has not, as yet, had the opportunity to monitor teaching and response. Resources are very good and are managed well. The use of information technology has recently been introduced into geography and is to be developed.
129. The last inspection report drew attention to several weaknesses in the teaching of geography, namely, some unsatisfactory learning, due to noise, unsettled behaviour and lack of attention. The quality of teaching was generally unsatisfactory, teachers' knowledge of the subject was insecure, too much attention was paid to a commercial scheme and printed worksheets, and insufficient attention was given to the direct teaching of geography. Overall, National Curriculum requirements were not being fully met. All of these weaknesses have been fully addressed.

History

130. Throughout the key stage pupils, including those with special educational needs, make good progress in their learning about some major events in British and world history. They develop their knowledge of chronology and their historical enquiry skills by learning about aspects of the periods covered from a range of sources of information, books, maps, plans, photographs, artefacts, newspapers, visits and visitors. They make progress in their understanding of the early invaders and their effect on Britain, the early Greeks and Egyptians and the influence of their ideas today, life in Tudor and Victorian times and their knowledge of their own locality. The early development of a sense of chronology and sequencing of different events of different types provides pupils with a sound basis for more challenging work by the end of the key stage. Pupils in Year 6 make progress in organising historical information and in using dates and terms relating to the passage of time.
- 131 Pupils are interested in history and are eager to learn. They contribute well to oral discussions. In lessons seen during the inspection, Year 3 point out many differences in car manufacture and assembly line production, since the invention of the first motor car and they place developments in chronological order. Year 4 show understanding of the effect of a new invention, the steam train, and their respect for evidence is demonstrated by their critical appreciation of a report of 'an iron monster' in the 'Manchester Guardian' 1830. Year 5 are able to point out many differences between the role of the Tudors and our own royal family. They demonstrate an understanding of the difference between fact and opinion. Year 6 use evidence to answer questions and draw conclusions about contemporary life, in preparation for studying the Roman way of life.
132. A scrutiny of past work shows imaginative writing in Year 3 about the life of a soldier in the Second World War, and interesting accounts of a visit to the Museum of the Moving Image. Year 4 make

progress in learning about everyday life in ancient Greece and Egypt. They make progress in comparing and contrasting life in Victorian times with the present day. They gain a lot of information about the period from a visit to the Ragged Child Museum. Year 5 gain a broad knowledge of life in Tudor times, the War of the Roses, the split with Rome, the royal family, Tudor family life, the theatre, Shakespeare, explorers and the Armada. Imaginative writing includes work on 'Who am I?' e.g. Queen Mary. They also study local history, the development of the railways in the Basildon area, the auction of land and a 'plotlands' family and home. The visit the Plotlands site and a house called 'The Haven.' Year 6 make progress in learning about the Romans and their legacy, e.g. Colchester, the Vikings and the battle of Maldon. They study the Saxons, illustrated by the story of Maldon, a typical Saxon settlement. They also study Victorian life, particularly on their visit to Osborne House during their week's stay on the Isle of Wight and they learn about the British Empire. The scheme of work provides links with literacy and promotes moral development. Good use is made of visits to places of historical interest and visitors to the school who bring different periods of history alive for the pupils.

133. Teaching is good and is based on secure knowledge, with clear objectives that are made known to the pupils. It provides pupils with hands-on experience of sifting evidence and gives opportunities for them to reason, compare and contrast. Planning is effective and there is good use of time and resources. The collection of artefacts used in Year 5's study of Tudor times and the use of original newspaper articles in Year 4 were particularly useful in bringing history 'alive'. Teaching caters for the abilities of all pupils in that work is differentiated and often imaginative, but it does not always challenge the high attainers or develop their facility to research from a number of sources and collate their evidence. The ethos in which history is taught promotes learning and good resources are used appropriately.
134. The response of pupils is very good. They enjoy history and show enthusiasm. They listen attentively in oral sessions, raise and answer questions and listen with respect to the views of others. They work to achieve success and sustain concentration. Their behaviour is very good. They have positive relationships with adults and with each other. They show respect for resources.
135. Leadership is very good, with clear, identified goals and promotes good practice throughout the school. Staff are well supported by the co-ordinator, whose enthusiasm for the subject pervades the teaching of history throughout the school. The scheme of work is linked closely to the National Curriculum and supports continuity and progression. The co-ordinator monitors teaching and learning. Resources are good and are managed well. At present, the use of information technology in history is not exploited.
136. The last inspection report drew attention to several weaknesses in the teaching of history, such as some underachievement in the younger classes, poor learning when pupils make little progress, are over excited and take little pride in the outcome of their work, some poor teaching when lesson objectives lack clarity, inappropriate use of resources in these lessons and lack of attention on the part of some children. All of these issues have been addressed.

Music

137. Progress in music is good. Pupils make steady progress throughout the key stage until, by the end of the key stage, they are able to perform with confidence, control and an awareness of style, making expressive use of phrasing. They progress in directing others in performances and in performing a solo part within a group, recognising when to take the lead and when to support others. They gradually develop musical ideas, exploring structures and exploiting a range of resources, for example, instruments from around the world in a multicultural music club. They develop the ability to explain and fulfil their intentions, for example, Year 3 explain high and low sounds, follow a graphic score and compose a high and low sound piece of music. Their singing is very good. They sing a variety of songs from around the world, tunefully and with expression. They evaluate different interpretations and versions and make connections between music and its cultural context, for example, in relation to the song, 'The Story of Diwali.' By the end of the key stage,

they have made progress in identifying slow, moderate and fast tempo. They recognise the place of rests in notation. They analyse changes in character and mood and evaluate the effect of the music. They critically appraise their own work, taking into account the comments of others. They use a musical vocabulary appropriately. They compose music for specific purposes and use notation.

138. Pupils enjoy music lessons. They listen carefully and follow instructions. They show interest and enjoyment and take an active part in discussion. They work well in groups and respect the ideas and contributions of others.. Their behaviour is very good. They form positive relationships with adults and with each other. Most pupils are willing to perform to the rest of the class. They sing solos, demonstrate high and low notes, rhythm and their own compositions. They treat resources with care.
139. Teaching is good and is based on knowledge which is at least sound but, in many cases, is good or very good. There are a number of teachers with strengths in music. Planning is good, objectives are clear and are made known to pupils. Pupils are given opportunities to play a variety of tuned and untuned instruments and to listen to a variety of music. This arouses and sustains interest. Resources are appropriate and accessible and, in some cases, are excellent, for example, the instruments from around the world. However, the acquisition of more drums and tambourines would prove beneficial and, eventually, there will be a need to replace a number of worn instruments, particularly violins. The ethos in which music is taught is good.
140. Leadership and management are very good. There are two choirs and recorder groups and together with the multicultural music club, they broaden the social and personal development of pupils, as well as their musical knowledge and skills. The staff are well supported in music. The scheme of work is good and ensures continuity and progression. Several members of the staff give freely of their time to enable pupils to develop keyboard skills. There are opportunities for pupils to learn the violin, trumpet, clarinet, flute and piano from peripatetic music teachers. The co-ordinator has monitored teaching in most classes and currently monitors weekly plans. She has provided all teachers with concise objectives and an assessment sheet; all the different elements are assessed on a five point scale, once a term. There is some use of information technology in music, but the potential of information technology in music is not yet fully exploited.
141. Pupils' musical experience is fostered through a wide range of extra-curricular activities. The choirs sing at the annual Basildon Junior Schools' Festival. They have joined choirs from three other schools to sing with the English Symphonia Orchestra, at Grays. They have sung at the Brentwood Centre, the Barnados Premiere Concert and will be singing at the Royal Albert Hall in June 2000. Every year, each year group sings at a different venue in the town at Christmas and raises money for charity. They sing in Church at Christmas, every other year and, on alternate years, they have a joint carol service with St Theresa's, a Basildon primary school and De La Salle Secondary School. They sing at school masses and, sometimes, at church weddings and confirmation masses. Visitors to the school broaden pupils' musical experience. The school assembly, which involved instrumentalists, as well as the choir, was particularly effective in giving a number of musicians the opportunity to perform.
142. The last inspection report drew attention to a number of weaknesses in music. In a few lessons, there was little evidence of progress; teachers' command of the content was lacking, resources were not well organised and expectations were too low. There were also lessons, where weak class management affected the quality of teaching and learning. There was little evidence of either musical appreciation or pupils composing their own music. Resources for musical appreciation were inadequate and there were no facilities for playing compact discs. There was a need to improve musical appreciation. All these weaknesses have been addressed. The school is currently concentrating on improving creative music.

Physical education

143. Evidence from the lessons seen during the inspection and the high profile given to the subject show that pupils are making good progress by the end of the Key Stage. The attainment of the pupils is above national expectations.
144. In Year 4 pupils can accurately throw and receive a rugby ball. In a gymnastics lesson pupils produced thoughtful responses when asked to demonstrate symmetric and asymmetric balance positions. Although they were invited to identify good practice by other members of the class they were not asked to say what informed their choice. In a Year 6 dance lesson pupils produced work of high quality. Many of them recognised their progress over the four weeks of the series of lessons.
145. Pupils are capable of getting out the equipment in lessons although this is not always done efficiently. Teachers set a good model by dressing appropriately. Pupils are almost always dressed appropriately and there is an emphasis placed on safety as they dress for lessons so that, for example, earrings are taped up. The behaviour of the pupils is usually good and they co-operate well with each other and their teachers.
146. Pupils' attitudes to physical education lessons are good. They are very keen to take part in a wide variety of extra curricular activities. The school has had a lot of success in competitive sports and there is a collection of trophies in the entrance hall to illustrate their accomplishments. During the inspection over twenty boys and girls enjoyed a lunch time soccer practice. They were correctly dressed including the little girl who was the goalkeeper! The pupils have a good sense of fair play
147. Teaching is generally satisfactory or better although one of the observed lessons was unsatisfactory. This was due to the mis-use of a tape player in a dance lesson which led to some inattention. In the better lessons teachers keep a good pace to the work and continually encourage the pupils to improve their performance. Teachers plan lessons conscientiously using the school scheme of work. Swimming and outdoor activities are included in the four-year programme. Resources are good and are often used in the school hall, on the playground or on the large playing field.
148. The subject is overseen by the Headteacher who looks at teachers' plans and offers constructive comments. Teachers assess each area of focus of the pupils' work and some use this information to inform future planning.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

Four inspectors, including a lay inspector, spent a total of 14 days in the school gathering evidence.

This included:

- the observation of 44 lessons totalling 33 hours 10 minutes;
- interviews with staff, governors, site manager, office staff, school gardener, Headteacher of the Infants' school, pupils totalling 18 hours 45 minutes;
- 10 hours scrutinising pupils' work;
- informal discussions with pupils;
- observations of pupils in the playground, assemblies, the dining hall and engaged in extra-curricular activities including sports, music and science club
- an examination of documents from the school including policies, school development plan, teachers' plans, financial information, the auditor's report, minutes of governors' meetings, newsletters to parents, reports to parents and individual education plans
- analysis of the 114 responses (57%) to the parental questionnaires sent to parents;
- the views of the 23 parents who attended a meeting for parents prior to the inspection.

DATA AND INDICATORS

Pupil data

Y03-Y06	Number of pupils on roll (full-time equivalent) 259	Number of pupils with statements of SEN 1	Number of pupils on school's register of SEN 43	Number of full-time pupils eligible for free school meals 31
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Teachers and classes

Qualified teachers (Y03 – Y06)

Total number of qualified teachers (full-time equivalent)	9.8
Number of pupils per qualified teacher	26:1

Education support staff (Y03 – Y06)

Total number of education support staff	7
Total aggregate hours worked each week	100

Average class size:	32
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Financial data

Financial year:	1998/9
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	£
Total Income	401229
Total Expenditure	397642
Expenditure per pupil	1541
Balance brought forward from previous year	173
Balance carried forward to next year	3760

PARENTAL SURVEY

Number of questionnaires sent out:

200

Number of questionnaires returned:

114

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	50.9	47.4	1.8	-	-
I would find it easy to approach the school with questions or problems to do with my child(ren)	62.3	33.3	4.4	-	-
The school handles complaints from parents well	38.9	48.7	11.5	0.9	-
The school gives me a clear understanding of what is taught	37.7	51.8	8.8	1.8	-
The school keeps me well informed about my child(ren)'s progress	39.5	54.4	4.4	1.8	-
The school enables my child(ren) to achieve a good standard of work	58.8	40.4	0.9	-	-
The school encourages children to get involved in more than just their daily lessons	52.6	41.2	6.1	-	-
I am satisfied with the work that my child(ren) is/are expected to do at home	43.0	46.5	6.1	2.6	1.8
The school's values and attitudes have a positive effect on my child(ren)	57.0	41.2	1.8	-	-
The school achieves high standards of good behaviour	54.4	41.2	4.4	-	-
My child(ren) like(s) school	64.9	33.3	1.8	-	-