

# INSPECTION REPORT

**Holland Park Primary School**  
Clacton-on-Sea

LEA area: Essex

Unique Reference Number: 115255

Inspection Number: 187768

Headteacher: Mr D Ryan

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Reporting inspector: Chrissie Pittman  
18275

Dates of inspection: 15<sup>th</sup> – 19<sup>th</sup> November 1999

Under OFSTED contract number: 707325

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

Type of control: LEA

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Holland Road  
Clacton-on-Sea  
Essex  
CO15 6NG

Telephone number: (01255) 422942

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Appropriate authority: Governing Body

Name of chair of governors: Keith J Sacre

Date of previous inspection: April 1996

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Chrissie Pittman, RgI	Early years Science	Attainment and progress Teaching
John Lovell, Lay Inspector	Art	Leadership and management Attendance Support, guidance and pupils' welfare Partnerships with parents and the community
Jack Haslam	Equal opportunities Mathematics Design and technology Information and communication technology	The efficiency of the School Pupils' spiritual, moral, social and cultural development
William Lowe	Special educational needs English as an additional language Geography Music	Attitudes, behaviour and personal development
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## MAIN FINDINGS

### What the school does well

- Teaching is very good in the reception class and good throughout the rest of the school. Staff are committed to improvement.
- Children under five make very good progress. Most pupils have very good attitudes towards learning and this contributes significantly to the good progress they make in their lessons.
- The provision for literacy and numeracy is good within a broad and well balanced curriculum. There is very good provision for extra extension activities, including sport after school.
- Pupils get on very well with each other and their teachers. The school's caring family ethos encourages very good pupil attitudes, behaviour and relationships. All adults are good role models.
- The headteacher's leadership is very good. His clear and positive vision is well supported by a conscientious and committed staff and supportive governing body.
- The school is particularly effective in its provision for pupils with special education needs (SEN), enabling them to make good progress and providing a very good learning environment in which all pupils are keen to learn.

### Where the school has weaknesses

- I. Procedures for assessing pupils' attainment are not consistently implemented. Assessment is insufficiently used to help teachers to know what to teach next in some subjects.
- II. Target setting is insufficiently developed and does not effectively identify pupils who are underachieving.
- III. The pace of progress in English and mathematics between Key Stages 1 and 2 is not sustained, particularly for boys.

**Holland Park is a very effective school that provides a good quality of education in a friendly and caring learning environment. The school's strengths far outweigh its weaknesses and it provides good value for money. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.**

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

When the school was inspected nearly four years ago inspectors found that it had a purposeful ethos, with many interesting initiatives taking place. This is still the case, but since then the school has made good improvement in many areas. Overall, standards in both key stages have been raised for higher achieving pupils and teaching has improved considerably throughout the school. The planned activities and teaching in the reception class is very good, as is the provision and teaching of pupils with SEN. However, assessment is still insufficiently used to inform planning. The monitoring of curriculum provision and lesson plans has enabled senior managers to ensure that teachers have clear learning goals at appropriate national curriculum levels, so that work in every class makes increasing demands on pupils with different rates of learning. However, there is still insufficient monitoring of teaching by subject co-ordinators and governors. Pupils' skills have improved in a range of subjects, particularly research skills in English and competence in information and communication technology (ICT) and design and technology. All other issues for action from the last inspection have been well dealt with. Overall the school's improvement has been good and, given the quality of its leadership and the commitment of its staff, it is well placed to develop further.



## Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

The school has evidence that the benchmarking on which the similar school comparators were based is inappropriate. The catchment area is not as described and there are a percentage of children in the school who are not taking up their option of a free school meal. The school is within an Education Action Zone and draws over a third of its catchment from socially deprived areas. The comparison above is now made with other schools with a similar proportion of pupils eligible for free school meals.

Pupils' attainment when they first join the school is below average, particularly in literacy skills. By the time they leave at the end of Key Stage 2, in Year 6, pupils are achieving well above average in science, above average in mathematics and below national averages in English. When compared to similar schools, standards attained are at the same levels, with the exception of English which is in line with the national norm. In the last three years standards have improved in line with the national trend.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very Good	Good	Good
Mathematics	Very Good	Good	Good
Science	Very Good	Good	Good
Information technology	Very Good	Good	Good
Religious education	Very Good	Good	Good
Other subjects	Very Good	Good	Good

Teaching is a strength of the school. It is satisfactory or better in all lessons. There is no unsatisfactory teaching. Throughout the school one in six lessons was very good, three in five were good and just under one in four was satisfactory. The best teaching is in the reception class, with marginally better teaching in Key Stage 1 than Key Stage 2.

Teaching for the Under Fives is good or better in all lessons. It is very good in over two out of three lessons. The majority of the lessons have a good pace and expectations of the pupils are high. Staff have a good understanding of how young children learn and manage them very well. Teachers' assessment of pupils is exemplary in the reception class.

At Key Stage 1, teaching is good in two thirds of all lessons, very good in one in ten lessons and satisfactory in just under a quarter of lessons. At Key Stage 2, teaching is good in three out of five

lessons, very good in one out of eight and satisfactory in just over a quarter. At both key stages, pupils are managed well to promote high standards and personal responsibility. There is an excellent ethos for learning in most classrooms.

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

**Other aspects of the school**

Aspect	Comment
Behaviour	Very good; both in lessons and around the school. There is no evidence of bullying or disruptive behaviour.
Attendance	Satisfactory. Levels of attendance have a positive effect on pupils' progress.
Ethos*	Very positive; pupils are keen to do their best; the headteacher and staff are committed to high standards. Relationships are very good.
Leadership and management	Very strong; very good leadership from the headteacher; very good implementation of the school's aims. The school is well managed.
Curriculum	Good overall, very good for children under five. The curriculum is well balanced and provides a good coverage for the foundation subjects as well as literacy/numeracy.
Pupils with special educational needs	Provision made for pupils with special educational needs is very good; work is well matched to their needs; the school's positive ethos encourages self-esteem and contributes to pupils' good progress. Teaching is a strength.
Spiritual, moral, social & cultural development	Good overall: satisfactory provision for spiritual and cultural development; good provision for the moral and social aspects. The provision for multicultural development is insufficient.
Staffing, resources and accommodation	Good overall. Good resources and attractive classrooms celebrate pupils' work. Staff are well qualified and experienced. The use of the library as a resource is inadequate for the size of the school. It is too small and cramped.
Value for money	The school provides good value for money.

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

**The parents' views of the school**

**What most parents like about the school**

- IV. The school encourages parents to play an active part in its life.
- V. Their children like school and achieve a good standard of work.
- VI. Parents feel that the school's values and attitudes have a positive effect on their children.
- VII. The school achieves high standards of good behaviour.
- VIII. After school activities.

**What some parents are not happy about**

- IX. what is being tau

Inspectors' judgements support parents' views overall. Homework is inconsistently dealt with but where it is done it is of good quality. During the inspection week, the school's interaction and

communication with parents was good and minor concerns were dealt with efficiently. However the school is looking further into the issues some parents are not happy about.

## KEY ISSUES FOR ACTION

In order to maintain and further raise the standard and good quality of education achieved, the governors, headteacher and staff will need to give attention to the following matters, some of which have already been identified as priorities by the school:

### **Devise procedures and identify opportunities for accurate assessment, which inform curriculum planning by:**

- revising the assessment policy throughout the school to ensure its consistent application by all staff; *(Paragraphs: 33, 43, 46, 132, 151, 162)*
- ensuring that formal assessments are targeted to show pupils how to improve their standard of work; *(Paragraphs: 34, 69, 132, 145)*
- improving the quality of marking to include comments which help pupils to identify their weaknesses; *(Paragraphs: 34, 44, 46, 104)*
- extending the use of self-assessment by the pupils. *(Paragraphs: 29, 31)*

### **Improve target setting by:**

- ensuring that teachers set targets and monitor outcomes to identify the progress made by individual pupils; *(Paragraphs: 27, 43, 53, 60, 66, 117, 162, 169, 175)*
- analysing test results to give a clearer indication of priorities in each year group; *(Paragraphs: 7, 43, 94)*
- using information to identify pupils who are underachieving. *(Paragraphs: 7, 16, 53, 66, 68, 93)*

### **Devise strategies for improving the pace of progress between Key Stage 1 and 2 and raise the attainment of boys in particular by:**

- raising standards in writing; *(Paragraphs: 5, 10, 94, 97)*
- monitoring progress more systematically, in literacy and numeracy; *(Paragraphs: 5, 53, 65, 94)*
- adapting teaching styles and methods to accommodate the way boys learn. *(Paragraphs: 5, 11, 16, 30, 106, 107, 111)*

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

- extend the current school development plan to include a review cycle and further action planning;
  - review and develop the monitoring role of governors and subject co-ordinators;
  - review the library provision to increase its use and effectiveness and ensure all pupils have adequate library skills;
  - ensure that homework is consistently implemented and supports learning and progress; and
  - improve the provision for multicultural education.
- (Paragraphs: 32, 34, 50, 51, 52, 65, 66, 68, 96, 103, 105, 114)*

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## INTRODUCTION

### Characteristics of the school

1. Holland Park is a mixed, county, primary school catering for 420 pupils in 13 classes aged from 4 to 11 years. It is situated on the outskirts of Clacton-on-Sea in an area of mainly owner-occupied housing with a broad socio-economic mix. The school catchment area is not as described in the last inspection. Over half of the pupils at the school come from an area that has had a sharp rise in multiple occupancy homes, unemployment and one parent families. Over one third now come from lower socio-economic households, with a significant minority of the intake coming from outside the catchment area.
2. Pupils' overall levels of attainment on entry are just below average, although a few pupils come in already working at higher than average levels in speaking and personal and social development. Most pupils, when they join, have below average literacy skills. There are 85 pupils on the register of special educational needs, mostly at the lower stages. There are 15 pupils on levels three to five. Two have statements of special educational need. The number of pupils eligible for free school meals is above average. There are a percentage of pupils in the school who are not taking up their option for a free school meal. Children at the school are predominantly white, although there are a few pupils of ethnic origin represented.
3. The school prospectus indicates a commitment to achieving every child's potential within a stimulating, caring and secure environment. The school aims, with much success, to develop the intellectual, social and personal aspects of its pupils and has identified the following priorities:

Raise educational standards through:

#### Assessment

- a core formalised policy and development of assessment techniques to inform and allow progression and individual planning;
- analysis of pupil performance and end of key stage results.

#### - Monitoring

- evaluation and monitoring of teaching;
- subject co-ordinators and development of the monitoring role of the senior management team (SMT);
- further develop the role of Governors in the monitoring of educational practice.

#### - Target Setting

- setting challenging and specific goals at individual, group and school level;
- more involvement of parents in an active partnership in their child's learning and targets.

#### - Teaching

- having higher expectations, particularly at Key Stage 2;
- implementation of the Numeracy and Literacy hours and the development of extended writing opportunities;
- commitment to a focus on pace, rigour and full use of time within the classroom.

1. **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

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

Year	Boys	Girls	Total
1999	31	30	61

4. <b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	26	27	24
	Girls	29	30	26
	Total	55	57	50
Percentage at NC Level 2 or above	School	90(79)	93(84)	82(68)
	National	82(80)	83(81)	87(84)

4. <b>Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	26	27	24
	Girls	29	30	26
	Total	55	57	50
Percentage at NC Level 2 or above	School	92(77)	92(76)	86(79)
	National	82(81)	86(85)	87(86)

**Attainment at Key Stage 2<sup>2</sup>**

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

Year	Boys	Girls	Total
1999	37	28	65

4. <b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	23	33
	Girls	22	23	25
	Total	40	46	58
Percentage at NC Level 4 or above	School	62(65)	71(65)	89(77)
	National	70(65)	69(59)	78(69)

4. <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	21	21	33
	Girls	21	23	25
	Total	42	44	58
Percentage at NC Level 4 or above	School	65(82)	68(71)	89(83)
	National	68(65)	69(65)	75(72)

4.

4. <sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

4. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	6.12
	Absence	National comparative data	5.7
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

4.

4. **Exclusions**

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

4. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	18
	Satisfactory or better	100
	Less than satisfactory	-



## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

2. Overall attainment at the time of the last inspection was below the national average at Key Stage 1 and the early years of Key Stage 2 and above by the time pupils left the school in Year 6. This has been improved. Inspection evidence indicates that overall attainment is above national expectations at the end of Year 2 (age 7), and just above, overall, when pupils leave the school at the end of Year 6 (age 11). Results were well above the national average for science, just above average in mathematics and below average for English. The school's test results over the last three years have improved in line with the national trend. Girls have performed significantly better than boys, in both English and mathematics. In science both boys and girls perform equally well. The school's targets for literacy and numeracy have been better met in numeracy than literacy. There is evidence of boys under-achieving in writing at both key stages.
  
3. In the 1999 National Curriculum tests in English at the end of Key Stage 1, the proportion of pupils reaching Level 2 in reading was above average and in writing was well above. The proportion of pupils gaining the higher Level 3 was in line with the national average in reading and well above in writing. Pupils' attainment in English was well above average in reading and writing when compared with figures for similar schools. There was a similar pattern at the higher levels for these schools. Overall, in national tests, at the end of Key Stage 1, attainment in English at Level 2 and Level 3 was well above the national average. In mathematics attainment was below average at both Level 2 and for the higher levels of 3 and above and, in science, teachers assessed pupils' attainment at Level 2 and above to be in line with national expectations. Results in the 1999 SATS show teachers assessing pupils attainment to be in line with similar schools in most aspects at Level 2 and well above at the higher Level 3. This year's results in the national tests show an improvement on 1998 where pupils' achievement was above the national average when compared to all schools and in line with the national norm when compared to schools with a similar context. The figures for 1999 show an improving trend of attainment in all the core subjects from the previous year. When compared to similar schools, the results for English are well above average, but for mathematics they are below and in science are in line with similar schools. As a whole attainment at Key Stage 1 is above average when compared to similar schools.
  
4. In the national tests in English at the end of Key Stage 2 in 1999, the proportion of pupils gaining Level 4 or above was below the national average. At Level 5 or above it was in line with national averages. When these results are compared with achievement in similar schools, pupils' attainment at Level 4 and 5 is in line with national averages. The girls performed better than the boys in the tests at Key Stage 1 and significantly better at Key Stage 2. Taking the past three years together, the figures show that pupils' performance in English was in line with the national average at Key Stage 1 and has deteriorated against the national trend at Key Stage 2. In the 1999 national curriculum tests at the end of Key Stage 2, standards of attainment in the tests in mathematics are just above the national average. The proportion of pupils reaching Level 4 is marginally above when compared to national averages and above when compared with similar schools. The proportion of pupils gaining the higher Level 5 was in line with the national norm but well above when compared to similar schools. The results at Key Stage 2 are marginally better than last year. In science, at the end of Key Stage 2, attainment in the 1999 National Curriculum tests at Level 4 is well above national averages. Pupils' attainment at the higher levels in these tests is above average. There is no difference in the attainment of boys and girls; both are significantly high. The 1999 results are well above average in comparison with similar schools.

5. Pupils' attainment overall on entry to the school is slightly below average. When they leave the school at the end of Year 6 pupils' levels of achievement overall are above average in the core subjects of English, mathematics and science when compared to others of a similar age and those at similar schools.
6. Pupils start school with speaking and listening skills that are below national averages. They make very good progress in the reception class, developing growing confidence and the ability to speak clearly and express their opinions. By the end of Key Stage 1, standards of speaking and listening are in line with national expectations for pupils of this age. Year 2 pupils can discuss their ideas on what constitutes healthy eating; the higher attaining pupils can give reasons for their comments. By the end of Key Stage 2, standards in speaking and listening are above average and pupils have continued to make good progress in their ability to speak confidently to a range of listeners on a range of topics, such as the dangers of alcohol and drugs. Standards in reading are in line by the end of both key stages and progress is satisfactory. There is a significant minority of readers who have good recall skills and read fluently and expressively.
7. Progress in writing at Key Stage 1 is good. Pupils in Year 1 know that sentences start with capital letters and end with full stops. Higher attaining pupils can write three letter words changing one letter each time to make a new word. At Key Stage 2, progress in writing is satisfactory overall, with strengths in descriptive writing and poetry and weaknesses in the quality of extended writing.
8. In mathematics the attainment of both 7 and 11 year olds in lessons is in line with the national expectation. In Year 2, pupils are engaged in adding and subtracting tens and units and using mental strategies to calculate. By the end of Key Stage 2 most pupils are able to measure distance in millimetres, centimetres, metres and kilometres and calculate using different units of measurement, for example metres and kilometres, and convert miles to kilometres using a simple formula. They are confident with quick mental calculations, doubling and halving and are familiar with the use of conversions of fractions and decimals. Girls are making significantly more progress than boys at both key stages. Pupils make appropriate progress recognising and using mathematical symbolism such as addition, subtraction and equivalence. All pupils are establishing their confidence in using number bonds from one to five. Higher attaining pupils show progress in being able to double and halve numerical quantities. At Key Stage 2 pupils develop an understanding of fractions and the connection with the idea of equal parts. Higher attaining pupils improve their understanding of the equality between fractions.
9. In science, attainment in lessons and in a scrutiny of pupils' previous work is judged to be in line with national expectations by the end of Key Stage 1. Pupils in Year 1 know that a plant has to have roots and leaves to live. They can sort different types of plant into categories like vegetables, fruit etc and carry out simple experiments on how light is reflected. At Year 2 most pupils make good progress in the understanding of metamorphosis. Attainment is above average by the end of Key Stage 2. Most pupils can use scientific experiments to increase their knowledge and understanding. They know that electricity flows around in a loop and that resistors can be variable in a circuit. Some have done work on the induction coil and know that transformers for alternating current will produce high voltage from a low voltage input. Pupils have an understanding of the need to conduct fair experiments, and can collect and interpret data. At this stage most pupils can plan, carry out and analyse their own investigations. The progress made by pupils of all levels of attainment in both key stages is good.
10. There has been improvement in the standards attained in literacy and numeracy since the last inspection, although there has been better improvement in numeracy than literacy. Pupils have

good opportunities for speaking and listening. Discussion is of a good standard in all subjects and teachers actively encourage and develop this skill in lessons. Standards of reading are improving and help pupils to make progress in many subjects, but particularly in history and religious education. By the end of Key Stage 2 many pupils are confident in the use of subject-specific vocabulary in their written work. Writing is satisfactory when used for description or poetry but the quality of extended writing throughout the school is weak. Numeracy has been implemented well. Lessons throughout the school start with mental work associated with number facts and simple calculations. This is having a positive effect on raising standards.

11. Attainment in information and communication technology (ICT) is in line with national expectations by the end of both key stages. Pupils are confident in using computers to communicate their ideas. For example, in Year 2 pupils are able to use a paint program to create pictures of faces with different expressions. They are good at being able to enter, amend, save and retrieve information without help from the teacher. In Year 6 they have a good awareness of the application of computers to write and illustrate poems and stories. By the end of Key Stage 2 pupils are able to use computers with considerable confidence and overall are making appropriate progress in developing their ICT capability.
12. By the end of Key Stage 1 attainment is broadly in line with national expectations in all other subjects with the exception of physical education where it is above. At Key Stage 2, attainment in all other subjects is in line with national norms with the exception of history where it is above. Overall, rates of progress are good in design and technology, art and physical education at Key Stage 1. They are satisfactory in history, geography, music and religious education. At Key Stage 2 pupils make good progress in geography, history, ICT, music, physical education and religious education. Progress is satisfactory in art and design and technology.
13. The progress of pupils with special educational needs and those with English as a second language (EAL) is good at both key stages. They make particularly good progress in relation to the targets set in their individual education plans in those subjects where they have support in class. Pupils make very good progress in science at Key Stage 2. There is no discernible difference in the levels of attainment and progress between boys and girls in this subject at either key stage. However there is significant variation between the progress of girls and boys in English and to a lesser extent mathematics at both key stages. Girls are achieving well above and boys below national expectations in both these areas.
14. Standards of attainment in English, mathematics and science have improved since the last inspection in line with the national trend. There has been a general trend of improvement in the National Curriculum tests to where overall standards are now just above national averages. The improvement in science is particularly significant. The level of attainment in physical education has improved at Key Stage 1 to above national expectations. In other subjects standards have at least been maintained.
17. **Attitudes, behaviour and personal development**
15. Over both key stages pupils demonstrate very good attitudes in their approach to the activities provided for them, both in the classroom and in extra curricular clubs. Pupils demonstrate a very good level of behaviour. They are very polite, kind and form good relationships, both with their teachers and each other. The school has a clear ethos that expects pupils to adopt a caring attitude in all that they do and the values, standards and attitudes of the school community are made clear to them. Golden Rules are posted everywhere and pupils respond by adhering to them. The school is very successful in this area of its work.

16. In the majority of lessons pupils show good interest and sustain concentration despite the sometimes over long carpet sessions and the cramped conditions which are a feature of some classrooms. Pupils are encouraged to work independently and develop their capacity for personal study, for example, in English, history and religious education. When taking part in extra-curricular activities pupils are encouraged to take responsibility for what they do; for example, members of the Pond Warrior club work well, both as part of the group and as individuals, in caring for their environment.
17. Pupils are encouraged to look after each other; for example, older pupils look after younger ones. They are quick to hold doors open and to say please and thank you. They are courteous and friendly and always willing to help in any way they can, often volunteering to perform tasks in their free time. Pupils with special educational needs are shown particular concern and other pupils make an effort to help them and include them in their activities. The relationships within the school are very good overall. Pupils help each other and show concern when someone is hurt or unhappy. They include each other in play and are willing to share equipment. The general relationships between adults in the school and pupils are good; friendly and relaxed but respectful. Pupils work well together when required, for example, in team games and in groups when in the classroom. They are very careful in the way they handle apparatus, books and other resources and are willing to help to give equipment out and put it away again.
18. The level of behaviour in the school is very good both in classrooms and when pupils are moving around the school. Pupils are made aware by their teachers what is expected of them and they respond well. There were no recorded incidents of bullying during the period of the inspection. The school has successfully addressed the minor issue about behaviour in classrooms raised in the last report.
19. Very good provision is made for the personal development of pupils, encouraging them to develop a capacity to act on their own initiative, which fosters self-reliance and self-discipline. Pupils in Year 6 act as monitors in a number of different areas such as running the library club where they issue and receive books and ringing the school bell. A good example of the ability of pupils to work on their own initiative is the lunch-time recorder session where pupils work well and practise together even when not under the direct supervision of a teacher.
20. Pupils with special educational needs respond well when withdrawn from class to work with support staff and show a determination to work hard and succeed. They develop good relationships with their teachers and other support staff and their behaviour in whole class activities and in their individual or group work is generally good. Pupils are fully supportive of those with special needs; for example, some pupils are learning sign language to communicate with others with multi-sensory problems.
23. **Attendance**
21. Overall attendance is satisfactory and pupils throughout the school attend regularly. The majority of absences occur as a consequence of illness, medical visits and holidays, which have been appropriately requested and authorised. Pupils' levels of attendance have a positive effect on their progress and attainment. In the last reporting year for which there are comparative figures (1997/98) attendance of 94.2 per cent was broadly in line with the national average of 93.8 per cent whilst, during the same period, there was no unauthorised absence compared to a national average of 0.5 per cent. During the most recent reporting year (1998/99) absence levels remain similar at 93.6 per cent with 0.3 per cent unauthorised absence, which reflects the greater rigour being applied to authorising absences. These figures are similar to those reported at the time of the previous inspection. There is no evidence to suggest that pupils with SEN are more likely not

to attend school than their peers.

22. Staff and pupils arrive in classrooms punctually and lessons begin on time. Instances of lateness are properly recorded. Productive use is made of registration time to settle classes, and the morning registration session provides an opportunity for pupils to undertake work and prepare for the school day, whilst some pupils receive targeted support. Registers are usually correctly completed.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

23. The overall quality of teaching is a strength of the school. In all lessons teaching is satisfactory or better. There is no unsatisfactory teaching. Throughout the school, teaching is very good in one in six lessons, good in three out of five and satisfactory in just under one in four. Teaching in the reception class is good or better in all lessons. It is very good in over two out of three lessons. At Key Stage 1, teaching is good in two thirds of all lessons, very good in one in ten lessons and satisfactory in just under a quarter of lessons. At Key Stage 2, teaching is good or very good in two thirds of lessons and satisfactory in a third. The best teaching is in the reception class, with marginally better teaching in Key Stage 1 than Key Stage 2.
24. A number of features contribute to the better teaching. Classroom control is very good, and encouragement and humour are used well to motivate pupils. There is often a crisp pace through English, science and physical education lessons and resources are effectively used in these subjects to promote pupils' knowledge and skills. Teachers have particularly good subject knowledge in religious education, physical education, mathematics, science at Key Stage 2 and art at Key Stage 1. However, in English there is insufficient extended writing and a need to develop more independent thinking in mathematics at both key stages. Teachers' knowledge and skill in aspects of information and communication technology are variable, but are good overall.
25. Teaching and non-teaching staff share expertise and support each other well. Classroom assistants and parent helpers work well with teachers and make a valuable contribution to pupils' learning. Teachers' confidence and understanding of the curriculum is sound and particularly good in Early Years, English, science, history, physical education and religious education.
26. There is good planning through effective schemes in almost all subjects. This focuses successfully on coverage of the literacy and numeracy strategies, National Curriculum requirements and religious education. Detailed planning is an effective feature of most lessons. It generally provides a clear structure and focus for lesson activities, for example the good resources always available in English and history. Lesson plans have very clear objectives in design and technology, ICT and religious education, although some lessons, regardless of subject, are sometimes too prescriptive and provide insufficient opportunities for pupils to learn independently. The provision for developing subjects like ICT across all subjects is best catered for in English and geography.
27. Teachers have high expectations of pupil performance. In art they set challenging tasks through a wide range of activities. For example in Year 2 pupils devise ways of painting in authentic Aborigine style, with sticks. There are also high expectations of performance in science, physical education, music and ICT. In English higher attaining pupils use an effective range of adjectives to 'develop a poem in an unusual form that communicates movement'. However, a number of lower achieving pupils, particularly boys, are not being sufficiently challenged. Questioning is

particularly well used to identify progress in English, geography, science, history, music and religious education.

28. Almost all teachers make effective use of a wide range of control and managing strategies. The positive relationship staff have with pupils creates a very good learning environment. Good behaviour is a feature of almost all lessons. Pupil/teacher relationships are very good and all adults are good role models. The active involvement of pupils helps to sustain interest. For example in a good science lesson where pupils chose their own apparatus for an experiment, their confidence and ultimately their understanding was significantly promoted. Similarly in a physical education lesson when pupils' developed particular ball skills their ideas were used to motivate the remainder of the class. In lessons, where there is too much teacher direction and advice pupils' personal development and progress is undermined.
29. Most teachers use time and resources well. For example, in mathematics, all pupils start the school day as part of their registration time on a session of mental mathematics and in information and communication technology, computers have been effectively geared to develop the competencies of individuals. However, although pupils are encouraged to use the library facilities to support their own independent work, the library area is too cramped and small to effectively support learning. Time and resources are used particularly effectively in physical education, science and geography. In religious education the focus of the lesson is sometimes lost in the practical activities that occur between the introduction and the summing up at the end.
30. Teachers are particularly aware of pupils with special needs. Pupils who have a statement are well known and supported through detailed Individual Education Plans (IEPs). Similarly pupils with English as a second language are well supported through the curriculum. Support assistants are used very effectively throughout the school. In English and mathematics, teachers present different work to pupils of differing ability so that all are challenged. In all other subjects teachers use various methods of providing the work needed by pupils with SEN, from matching work to pupils' ability to withdrawing them to work on special material for extra support. Work for pupils with SEN is planned with reference to their IEPs which are reviewed and targeted weekly and used by teachers as working documents in the classrooms. Pupils with SEN are treated as a priority by the school. The resource provision for this area is good and resources are added when needs are identified.
31. The day-to-day assessment of pupils' work is good in most subjects, but assessment procedures in many subjects are unsatisfactory. Assessment procedures are insufficiently developed throughout the school. The quality of marking of pupils' work is inconsistent amongst teachers and does not always inform them how to improve. Often there is insufficient clarity in marking criteria, which leads to inconsistencies. Where marking is good written comments are constructive and help pupils improve the quality of their work. Verbal praise, which motivates and sustains pupils' interest, is used frequently. Homework, where it is regularly given, is well focused, involves research and is improving standards, but again there is an inconsistent pattern of working between teachers and in some classes homework is not set regularly enough to improve standards.
32. The general standard of teaching has improved significantly since the last inspection with a greater emphasis on adding variety to teaching methods.
35. **The curriculum and assessment**
33. The school provides a broad curriculum covering all subjects of the National Curriculum and the locally agreed syllabus for religious education. It promotes pupils' intellectual, social and

personal development and prepares them well for the next stage of their education. The time allocated for the curriculum overall is in line with national recommendations. The school has retained a good balance of all curriculum subjects despite the limitations imposed by the implementation of the literacy and numeracy strategy.

34. The curriculum is very effective in supporting the intellectual and personal development of pupils. There is an appropriate emphasis on English, mathematics, science, information and communication technology and religious education. Information and communication technology is well used to support other curriculum areas. The school has implemented the literacy and numeracy strategy and proper emphasis is given to the development of literacy skills in other subjects as well as in English. There is also an appropriate emphasis on numeracy skills, which are used to reinforce work across the curriculum. The school has an appropriate policy for sex education and drugs awareness and makes suitable provision for pupils' personal and social development in all classes. Drama is used appropriately within the English curriculum.
35. Policy statements and schemes of work are in place for all subjects of the National Curriculum. Schemes of work provide a clear guide to progression within subject areas of the curriculum. Planning is good overall; short term planning is generally well focused and clearly identifies the learning objectives and activities for lessons. Teachers' planning is appropriately monitored by subject co-ordinators and senior management to ensure that subjects receive the correct coverage support.
36. Children under five are provided with a very good curriculum that promotes learning effectively in all areas appropriate to this age group. The curriculum places considerable emphasis on the development of language and number skills. Very good organisation ensures full equality of access to all pupils in other aspects of the Desirable Learning Outcomes. Planning is very good and daily assessment procedures ensure that the progress of the pupils is closely monitored. The curriculum for the under fives is broad and balanced and places appropriate emphasis on the acquisition of key skills. It helps pupils' progress and prepares them well for the National Curriculum. Interesting activities are planned with clear learning objectives that help children develop a range of skills, knowledge and understanding. Children with special educational needs in the reception class are set suitable targets and make very good progress. They are well supported by conscientious support staff who have a good understanding of how these young children learn. Teachers assess and record pupils' progress thoroughly and assessment is well used to inform future planning for children under five.
37. The school's provision for ensuring equality of access and opportunity for all its pupils is satisfactory overall. All pupils have full access to the curriculum and most other activities provided by the school. The provision for pupils with special educational needs is very good. Pupils are supported in groups and as part of the whole class. The school ensures that pupils with special educational needs experience all subject areas and that work set is appropriate to their abilities. The use of individual education plans is very good and these are reinforced with specific support in the classrooms. The targets in the individual education plans are appropriate and strategies to support pupils are well defined and successful. Pupils with special educational needs are fully involved in the life of the school. Regular reviews of individual needs meet statutory requirements and parents are fully involved and informed.
38. Although some good and very good lessons were observed during the inspection in personal, social and health education, they were taught within other subject areas such as English or religious education. The school has yet to formalise the provision of this aspect in order to monitor content, progression and continuity throughout the school. Pupils develop self-awareness and show respect for the views of others. In Year 6 they have developed a good awareness of the consequences of

alcohol and drug abuse. The use of schemes such as 'Critical Crew' has a beneficial impact on pupils' awareness and knowledge of personal, social and health aspects.

39. The school's provision for extra-curricular activities is very good. The school offers a wide range of sporting activities including athletics and clubs for music, art, country dancing and caring for the environment such as 'The Pond Warriors.' All clubs are well organised and provide good learning opportunities for pupils to extend their skills, knowledge and understanding. The sports clubs provide opportunities for more able pupils to extend and develop their skills in a competitive situation. All clubs are well attended. A weakness in the provision is the selection process that takes place for the sports clubs; there is no provision for the less able but enthusiastic and committed pupil to develop their sporting ability in an after-school club. There is also a wide range of visits to support the curriculum, for example the visit to Colchester Castle enhances work in history for Year 4 and visiting theatre groups such as 'Snap' extend and enrich the good extra-curricular provision.
40. Although assessment procedures meet statutory requirements, the assessment of pupils' attainment and progress as they move through the school is unsatisfactory overall. Procedures within each subject vary, ranging from satisfactory in English and mathematics to unsatisfactory in science and many of the foundation subjects. Few teachers keep adequate records to assess individual pupils' progress over time against national expectations although individual lesson plans usually meet pupils' needs. A considerable amount of work has been done devising systems for assessment, although they are still at an early stage of implementation. There is a good policy and arrangements for assessment and record keeping have been introduced, but these systems have not yet been implemented by all teachers. There is a lack of consistency throughout the school in recording attainment and using the information to set targets for individual pupils. The use of assessment to inform future planning is also variable with good practice seen in the reception class and in English. In classes where the best practice is seen, carefully annotated work guides teachers' planning. The school has started to analyse the results of National Curriculum tests and identify areas for improvement. This is an improvement since the last inspection.
41. Marking is unsatisfactory, as it is inconsistent through the school. The best practice shows carefully annotated and considered teaching points but other work entirely lacks teacher comment and does not show pupils what they have to do to improve. In English and some mathematics lessons work is marked regularly and pupils are often challenged to consider and improve aspects of their work. Regular feedback is given to pupils on their attainment and progress. This good practice is not consistently seen in other subjects.
42. The curriculum provision for pupils with SEN/EAL is good. Individual education plans are very well formulated, with clear criteria and review dates and good liaison between teachers, SEN assistants and pupils. There are no pupils who have been disapplied or who are working on a modified curriculum. All statutory reviews are carried out according to the Code of Practice.
43. The school has addressed most of the issues identified in the last report and has in consequence improved its curricular provision. The assessment and identification of pupils with special educational needs is now good. Detailed schemes of work are in place for all areas of the curriculum and the school has identified progression in foundation subjects. Planning in the reception class is very good and fully meets the requirements of the Desirable Learning Outcomes. The school has introduced a marking policy and considered assessment procedures, although this is an area that requires further development.



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

44. Provision for pupils' spiritual, moral, social and cultural development is good overall, although there is no formalised policy against which the provision could be evaluated. The school emphasises through its ethos and day-to-day routines clear and consistent values, attitudes and experiences that provide well for all aspects of pupils' development. However, there is insufficient emphasis on how these aspects are provided through schemes of work in all the subject areas.
45. The provision made for moral development is good. The school provides clear teaching on right and wrong and the 'golden rules' are displayed in every classroom and understood by all pupils. Staff deal appropriately with moral issues as they arise and work together to ensure that pupils' achievements are praised. The agreed behaviour policy promotes self-esteem and leads to the establishment of good relationships. Pupils' moral development is appropriately supported by a personal and social education programme. Clear expectations of behaviour are laid down through the school's 'golden rules' and there are effective strategies for encouraging consistent standards of good behaviour in classrooms. Pupils understand the concept of fairness and respect for the property of others. For example, pupils readily hold open doors for other people, are polite and courteous and offer help when necessary. Staff set a good example in the way they value contributions from all pupils and in their patient and calm reaction to the few pupils whose behaviour is sometimes challenging. Pupils are encouraged to consider the consequences of their actions and to learn from their mistakes. All staff are good role models and relationships between staff and pupils and pupils of different ages are positive and caring. Pastoral care is very good and influences the quality of day-to-day relationships, justifiably earning praise from parents. All feel secure and happy in school.
46. The provision for pupils' social development is also good. Social education is very good. Pupils are given and take responsibility within the classrooms and around the school. Opportunities are provided in all curriculum areas for developing care and respect for each other, for example, sharing, taking turns and working in pairs. Older pupils are encouraged to help and support younger children and there are good opportunities provided for pupils to develop their social skills through co-operative group work. Pupils are taught effectively how to relate to others and there are opportunities for them to take responsibility for themselves and to demonstrate initiative. A sense of serving others and making a positive contribution to the school community is effectively encouraged by pupils' involvement in the many extra-curricular activities offered. There are after-school clubs for music, dance, art and sports activities. Pupils in Year 6 have the opportunity to take part in a residential school journey. Care for the environment and for others is emphasised in lessons and in assemblies and through the work that the school carries out collecting for charities. Pupils adopt a positive attitude towards others with special educational needs and go out of their way to include them in their activities, both in the classroom and at breaktimes. Pupils with special educational needs take a full part in school activities and accept and exercise the responsibilities given to them. The school is an orderly community and succeeds in its aim of creating an environment where everyone is valued and respected.
47. The provision for pupils' cultural development is satisfactory. A wide range of visits to museums and other places of interest provide pupils with positive experiences within the community and raise their awareness of good citizenship. There are also good opportunities to make an effective contribution to pupils' cultural development through subjects such as religious education, history, geography, art and music. Pupils appreciate the diversity and richness of their own culture by learning about the work of a range of artists, musicians and authors offering them experiences of the European tradition. However, they have too few opportunities to extend their multicultural awareness other than through their religious education lessons.

48. Provision for pupils' spiritual development is satisfactory. Pupils develop their capacity for thoughtful reflection, spiritual awareness and a respect for others successfully in English, science, art, music and religious education. Good opportunities are provided in both key stages in music for pupils to listen and perform spiritually uplifting pieces in the school choir. Significant numbers of pupils in Key Stage 2 write creative poetry and have had their work published in a local county publication. Pupils throughout the school use the work of famous artists for inspiration in their own creations. A daily act of collective worship contributes appropriately to pupils' spiritual awareness and provides good opportunities for the values of the school to be shared. These assemblies develop pupils' spiritual awareness and enable them to reflect on their own lives and those of others, although there are still too few opportunities for pupils to explore and reflect on the values and beliefs of other cultures and religions.

49. The school has improved on its provision for the development of pupils' spiritual, moral, social and cultural awareness since the last inspection, although there is still insufficient provision for pupils' multicultural education.

52.

**52. Support, guidance and pupils' welfare**

50. The overall provision for the support, guidance and welfare of pupils is good. The very positive ethos of the school and the very good relationships within it provide an environment where pupils are well supported to reach their potential in their personal development. Teachers and staff have a good understanding of pupils and parents feel that their children are well supported and will confidently approach staff with any problems at school. However, pupils' academic progress is not monitored sufficiently well to accurately identify specific areas of underachievement in boys, particularly in English and mathematics.

51. Pupils with SEN are monitored well. Good targeted support enables them to access all areas of the curriculum and make appropriate improvements. Individual education plans are well written, regularly reviewed and targets are revised accordingly. External agencies make a good contribution to the provision of support and advice to pupils.

52. Procedures for monitoring and promoting attendance are satisfactory. Registers are generally completed accurately. An administration assistant closely monitors attendance and, in those cases where the school is not advised of the absence, contact is made with the home during the first few days. Explanations are always sought and recorded to explain absence. Parents are encouraged to ensure good attendance. The school does not specifically recognise or reward good attendance but seeks to ensure that pupils enjoy, and want to come to, school, which is confirmed by 95 per cent of parents who completed the pre-inspection questionnaire. Liaison with the education welfare officer is good and regular liaison ensures that any concerns about attendance or punctuality are addressed.

53. Procedures for monitoring and promoting discipline and good behaviour are very good. Staff have high expectations and their vigilance, both in classrooms and around the school, is effective in promoting high standards of discipline and good behaviour. This helps to create an effective learning environment and has a positive effect on levels of attainment and progress. The school's code of behaviour is well understood by pupils and parents are provided with a 'parent's guide to school discipline' which clearly and simply sets out the basic framework for good behaviour within the school. Pupils are largely self-disciplined and know what is right and wrong and the consequences of breaking the school rules. There is no evidence that bullying is a problem in the school. Where social or behavioural problems are apparent they are dealt with sensitively by senior staff, who consult appropriately with parents. The school has a very good policy on the use

of force to control or restrain pupils which has been used as an exemplar within the area.

54. The school has appropriate policies and promotes pupils' wellbeing, health and safety very effectively. Day-to-day attention to health and safety matters is good and teachers take care to emphasise safe practice in lessons and in extra-curricular activities and clubs such as the 'Pond Warriors.' The safe movement of pupils to a nearby pool, for swimming lessons, is very well managed. The majority of staff hold current first aid qualifications. The strong, positive ethos of the school ensures that staff provide good pastoral care. The previous inspection identified as a key issue the need for the school's child protection procedures to be "in line with statutory requirements". The current arrangements now meet requirements. The school has adopted the Local Area Protection Committee child protection policy and the headteacher is designated as the person responsible for child protection. The implementation of the policy is good and the school is sensitive and vigilant in exercising its responsibilities.

57.

**57. Partnership with parents and the community**

55. Parents have a positive view of the school and almost all parents feel that they are encouraged to play an active part in its life. The school works well in partnership with them to enhance pupils' learning and personal development.

56. A number of parents provide regular help in classrooms and others help with the supervision of pupils on educational visits. Parents are supportive when their children are asked to undertake reading and other work at home, although a few parents at the pre-inspection parents' meeting felt that homework was not set regularly and was of variable quality. An active Parent Teacher Association (PTA) makes a good contribution to school resources through fund-raising events and has provided practical assistance with activities such as landscaping areas of the school grounds. The money raised is used for the benefit of pupils and has contributed to the costs of educational visits, swimming and landscaping. The assistance provided by parents contributes positively to learning and attainment within the school.

57. The quality of information provided to parents is good. Since the previous inspection report, the school has successfully improved the information that it provides and has recently introduced a home/school agreement that every parent and child has signed. In response to the Ofsted Parents Questionnaire, some parents felt that they would like to know more about what their children learn, although meetings and workshops put on by the school to explain areas of the curriculum such as the National Literacy and Numeracy Strategies have been poorly attended. Throughout the year, parents are kept well informed of school events through regular newsletters. Staff are readily accessible and actively seek to involve parents in any concerns they have about pupils. Two well-supported open evenings are held each year for parents to meet with staff to discuss their child's progress. The annual reports that all parents receive are satisfactory overall. They provide an outline of the curriculum that pupils have covered and what they know and understand. However, some subjects do not report progress adequately or effectively identify clear targets for improvement that could be reinforced by parental support.

58. Parents of pupils with SEN consider the quality of education they receive from the school to be very good. They are informed of concerns very early in their child's school life and are kept fully informed of their progress. They feel that the school works in partnership with them, will listen to their concerns and invites them to make positive contributions when reviewing the individual education plans of their children.

59. Links with the wider community are good. Pupils perform at a local home for the elderly. The

school participates in 'Clacton in Bloom' and has designed a poster for the Clacton Carnival. Links with the local library and churches have broadened pupils' understanding of aspects of the curriculum. Good links with local schools are promoted through the school's active participation in sporting competitions and there are very good links with the local secondary school, which benefits pupils' transfer at the age of eleven. Through assemblies and visiting speakers, pupils have a good understanding of the needs of others, supporting various local, national and international charities with fundraising activities. For example, collections were made at performances given by pupils to support the work of a local charity and donations have been made to the RNLI and gifts sent to Romania. These activities all help to promote pupils' personal and social development.

60. The school's links with business are satisfactory and those which have been established benefit pupils' learning and enrich the curriculum. The school is able to use the facilities of a nearby caravan park to support the delivery of swimming within the curriculum and a local fruit farm provides opportunities to support learning. Other business links have produced valuable sponsorship, which has been used to enhance the environmental area within the school grounds.
61. At the time of the last inspection the school's partnership with parents was good. This has been maintained.

## THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### Leadership and management

62. The quality of leadership and educational vision in the school is good. It is well structured and its aims and purposes are clearly identified and appropriate. The manner in which these aims and values are practised in the school is the result of careful planning, purposeful leadership and effective communication. Clear and positive leadership from the headteacher, well supported by a hard working senior management team and committed staff share these aims and are working hard to achieve them. All aspects of the school have been reviewed in the past year and this has enabled the governing body, headteacher and senior management team to establish a good ethos in which to implement the school's aims and policies in a positive way. The governors are actively involved in promoting the interests of the school and show high levels of commitment to their work. They have appropriate committees, which enable them to be effectively involved in decision-making processes. They have also recently begun monitoring the quality of education being provided in terms of pupils with SEN, literacy, numeracy and the effectiveness of budgetary decisions throughout the school. However, governors' monitoring of teaching and curriculum provision, as a whole, is insufficiently developed to identify specific areas of weakness in the quality of the education being offered. Overall, governors work well in a committee structure, they give their time willingly and meet their statutory obligations.
63. The headteacher and his staff form a cohesive team. His commitment, enthusiasm and clear sense of purpose have been significant factors in the school's continual improvement. He has adopted a participative and collaborative style of management. Decisions are arrived at by a thorough analysis of the problem or issue. A good working relationship with staff has created a climate of trust. The senior management team has been effective in monitoring the work of the school and this has had a positive impact on raising the quality of teaching, particularly in Key Stage 1. Staff support each other very effectively and policies and schemes of work are developed collaboratively, although subject co-ordinators are not monitoring teaching sufficiently enough to help teachers assess outcomes and plan future activities which build on previous learning. The school development plan is well organised, costed and sets realistic targets. It now needs to be more effectively targeted to periodic review to ensure the implementation of plans and focus on further raising standards in specific areas, for example, the underachievement of boys.
64. The school is very well managed; staff, resources and accommodation are deployed efficiently. Financial controls ensure that efficient use is made of all available funds. School administration is also very good; it gives clear support to staff and pupils alike and enables the school to operate in quiet good order. The school has a very detailed SEN policy and the SENCO has formulated an action plan and regularly reviews provision through pupils' individual education plans. The headteacher, as a governor, has assumed responsibility for this area. The Governing Body appropriately include a statement on the provision for pupils with SEN in their annual report to parents. All pupils have equal access to the education offered.
65. The governors and senior management produced a detailed response to the last inspection. The governors have regularly reported subsequent progress with the plan. Improvements in the quality of teaching and learning particularly at Key Stage 1 are attributable to the successful implementation of the monitoring procedures by the senior management team. Curriculum issues have been improved, such as the planning for the early years curriculum, implementation of schemes of work, the provision for pupils with SEN and the child protection procedures. However, assessment still does not adequately inform curriculum planning and target setting and there is insufficient provision for multicultural education.

66. The overall ethos of the school is very good and builds upon a sense of shared values and mutual support. Parents at the meeting with the registered inspector, prior to the inspection, commented particularly on the school's caring ethos. All staff, teaching and non-teaching, work closely together and the sense of "community" is a strength of the school. The commitment of the staff in supporting the school's provision, both in terms of its curriculum and extra-curricular work, allied to effective management systems, provides a good basis for sustaining improvements in the future.
69. **Staffing, accommodation and learning resources**
67. The provision of teaching staff and resources is good and the accommodation is satisfactory overall. These have a positive impact on the standards achieved by pupils.
68. Staff make a good contribution to the quality of education, support and personal development provided for pupils. There is sufficient well-qualified and experienced staff to teach the curriculum at both key stages effectively. Teaching staff are well qualified to match the demands of the curriculum. Subject co-ordinators have specialist knowledge and strong interests in their subject areas, for example in music and physical education. All co-ordinators have a positive and enthusiastic attitude and are competent and knowledgeable about their subject. There is good provision of teaching support for pupils with SEN. The co-ordination of this support, together with that of teaching assistants, is very effective. This makes a good contribution to the progress made by pupils with SEN and EAL. There is an appropriate number of support staff who are well qualified and experienced and have a very good impact on the quality of education provided.
69. Arrangements for the professional development of staff are good. Staff use training days appropriately and good records are kept of teachers' professional development. However, formal appraisal has been given a low priority recently but the school conducts annual professional interviews that are used to support curriculum development. The school provides mentoring and training for classroom assistants. Induction of new staff and of student teachers is good.
70. The accommodation is just satisfactory to enable the curriculum to be taught effectively, although many of the facilities are very cramped for the number of pupils on roll.
71. The buildings are clean and in good decorative order. There is no graffiti. The new buildings together with the good quality displays around the school combine to produce a good learning environment. Storage throughout the school is restricted in classrooms and good in other areas creating a problem of access in some subjects. Pupils with physical disabilities can access all parts of the school. The outdoor facilities are very good and have a good impact on pupils' attainment. The grounds around the school are excellent for the teaching of physical education and for environmental studies in science. Pupils under five play on Astroturf and there are extensive playgrounds and fields open to the rest of the school at break and lunchtimes. The quality of the outdoor sporting facilities, the pond and the nature trail have a positive impact on the quality of the extra-curricular provision.
72. The library is small, uninspiring and inadequate for the size of the school. There are books for most subject areas but the amount is limited and teachers use their classroom supply of textbooks for subject research. Lack of use of the library has an adverse affect on pupils developing appropriate library skills. There are insufficient books on multi-cultural aspects.
73. Resources for learning are good overall. They are good in English, mathematics, science, design technology, music and physical education. They are adequate in art, history, geography, information technology and religious education. The school has made good provision to resource

the teaching of pupils with SEN. The school has an effective programme of visits and visitors such as artists that enhance the curriculum. Day and residential visits to places of local and national interest effectively support pupils' learning. Overall standards in staffing, accommodation and learning resources have been maintained since the last inspection.

**76. The efficiency of the school**

74. The quality of the school's financial planning is good. Currently it is managing the transition in funding arrangements from Grant Maintained status. The school does not have reserves to compensate for the effect of the reduction in its budget. In spite of this difficulty the budget is being closely monitored to ensure that educational objectives are achieved. The local education authority is supporting this action by underwriting the deficit for a specified period. Development planning is good and is effectively linked to the available financial resources.
75. Specific grants are used effectively. The funding provided for pupils with SEN is appropriately delegated to that area. Funding is used effectively, for example to provide trained nursery nurses and assistants. The school subsidises this provision as it is considered a priority. The good level of support provided for pupils with SEN helps to raise standards of attainment and gives good value for money.
76. All staff on a regular basis undertake training and money allocated for this purpose is used effectively.
77. Systems of financial control are efficient and effective. The most recent auditor's report did not 'identify any serious weaknesses'. There are good procedures for supplying senior management and governors with financial information to make decisions. Day-to-day administration works smoothly and is effective. The expenditure within different budget areas is closely monitored by the governors to support educational development and ensure value for money.
78. The school uses its available resources to good effect to support pupils' learning and the standards achieved. It makes satisfactory use of teaching and support staff and good use of its learning resources and accommodation. The additional teaching capacity is used efficiently to provide cover for co-ordinators to improve the effectiveness of their monitoring. This has helped to address a key issue identified in the previous inspection report.
79. The school is successfully managing the financial transition between Grant Maintained and foundation status, which has affected the overall budget, without impacting upon standards and attainment. In the previous year the funding which the school received was broadly in line with the average for similar large Grant Maintained primary schools although high in relation to LEA maintained primary schools. Pupils' overall attainment at the end of Key Stage 2 is just above the national average and they make good progress. Children under five make very good progress. Standards of behaviour and relationships are very good. Overall standards of teaching are good in Key Stages 1 and 2 and very good for the under-fives. Given these factors allied to the high quality of teaching, the school provides good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

80. The education provided for all the under-fives is very good with a broad and balanced curriculum in line with the nationally recommended areas of learning.
81. Many children on entering the reception class have below average levels of attainment in literacy. However, they make a positive start to education, quickly adapting to school and readily building on experiences. By the age of five attainment of the majority is in line with that outlined in the Desirable Learning Outcomes. Children make very good progress in language and literacy and mathematics. They make good progress in personal and social development, knowledge and understanding of the world and physical and creative areas of learning. There is good provision for children with special educational needs.
82. Teachers in the reception class place suitable emphasis on developing language and literacy. Communication and listening skills are encouraged in every activity, including role play. Many talk confidently about what they like doing. Children make a satisfactory start to early reading and writing skills and many show rapid progress. All children are encouraged to take books home regularly. They enjoy books and handle them carefully. Some can tell stories using the illustrations within the book with good attention to detail and answer simple questions. Some older children are able to recognise a few initial sounds associated with the letters of the alphabet and many can recognise the few key words from their first formal reader. Children hold their pencils correctly and many can shape letters accurately. Some can write their own names unaided and trace over or copy the teacher's writing. Many are keen to produce their own emergent writing. They can draw simple artistic figures well and are confident when talking about their drawings and mark making.
83. Children make good progress in the mathematical area of learning. Most are familiar with number rhymes, songs and counting games. They can match, sort and count using everyday objects. Many recite numbers to ten and beyond and some can recognise number symbols from one to ten and write them independently. Children can recognise some basic geometric shapes and identify them in everyday objects in the classroom. They can sort and match objects by shape, colour and size. Children gain basic knowledge of capacity and weight from practical experiences, for example from sand and water activities and develop mathematical language and understanding of 'full' and 'empty.'
84. Reception children show satisfactory gains in developing knowledge and understanding of the world. They carefully examine different objects and use their senses successfully to identify materials. They are able to tell the difference between living and non-living forms and know that living things need food and water to survive. Children are able to explore and select from a range of constructional toys to make imaginative models and use skills such as joining and building.
85. Children show good progress in their physical development. They follow instructions and move confidently and imaginatively. They demonstrate a good range of co-ordinated movements when playing outside. Older under-fives demonstrate good body control and awareness of space. Children use construction toys and malleable materials with appropriate tools and show satisfactory hand and eye co-ordination.
86. Children show good progress in all areas of creative learning. Standards achieved by children under five in the reception class are average in this area. Pupils use poster and powder paints to



draw rainbows. They successfully use sponges and various other materials to print and produce effective paintings. Abstract paintings in the style of Kandinsky are particularly striking. They handle tools safely and many can cut and stick a variety of materials. They are increasingly able to depict their ideas and feelings through role play, telling stories, drawing, painting and collage. They express their enjoyment through singing, clapping rhythms and using percussion instruments. They know many songs and nursery rhymes by heart and always sing enthusiastically.

87. The quality of teaching in the reception class is very good. Lessons are well planned taking account of the requirements of the curriculum for under-fives. A wide variety of stimulating and well structured activities are provided within each session. Children's responses are supported and extended sensitively. Appropriate interventions are made to give direction and enable learning to be consolidated. Teaching staff and assistants work very well together and have a clear understanding of how young children learn.
88. The under-fives curriculum is planned and organised around themes on a long, medium and short term basis, to ensure that all areas of learning are covered. The day-to-day assessment arrangements are exemplary. Children are assessed by careful on-going observations. A simple baseline assessment has been successfully carried out. All aspects of assessment are used effectively to inform planning of work and to keep track of children's progress. Parents are encouraged to be involved from the beginning of their children's education and to follow their progress throughout. Regular formal and informal consultations before and after admission are well received by parents and effectively establishes common objectives between home and school.
89. The reception classrooms are spacious and logically organised with clearly defined learning areas. The environment is visually pleasing and stimulating. The displays are interactive and children can demonstrate their understanding of them. Resources for both indoor and outdoor activities are satisfactory. There are sufficient resources of books for pupils to use and borrow. Children's development of early computer skills is good. The co-ordinator provides strong leadership, support and guidance. The under-fives on the whole are provided with effective development in all areas of learning and prepared very well for more formalised work in Key Stage 1.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **92. English**

90. In the 1999 National Curriculum tests in English at the end of Key Stage 1, the proportion of pupils reaching Level 2 in reading was above average and in writing was well above. The proportion of pupils gaining higher levels was in line with the national average in reading and well above in writing. Pupils' attainment in English was well above average in reading and writing when compared to similar schools. There was a similar pattern of achievement at the higher levels. In the tests at the end of Key Stage 2, the proportion of pupils gaining Level 4 or above was below the national average. At the higher levels it was in line with national averages. Pupils' attainment at Level 4 and 5 is in line with the results of similar schools. The girls performed better than the boys in the tests at Key Stage 1 and significantly better at Key Stage 2.
91. Taking the past three years together, the figures show that pupils' performance in English was in line with the national average at Key Stage 1 and has deteriorated against the national trend at Key Stage 2. The findings of the inspection confirm that pupils' attainment in English is broadly in line with national averages in reading and slightly above in writing at the end of Key Stage 1. At Key Stage 2 reading is in line with the national norm although writing is slightly below. In

lessons pupils are making good progress in English at Key Stage 1. Overall, progress is less satisfactory by the end of Key Stage 2. This is mainly attributable to underachieving boys.

92. By the end of Key Stage 1, standards of speaking and listening are in line with national expectations. Pupils start school with speaking and listening skills that are below the expected level for children of this age. They make very good progress in the reception class developing confidence and the ability to speak clearly and express their opinions and ideas. Good progress is made in Key Stage 1, for example when pupils are discussing a story such as “The royal dinner” or analysing a text and giving opinions about a topic. Most pupils make good progress as they learn to speak out confidently and state their opinions clearly. Year 2 pupils discuss their ideas on healthy eating, the higher attaining pupils giving reasons for their comments. Pupils in Year 1 contribute well to whole class discussion by talking about Divali celebrations and festivities. By the end of Key Stage 2, standards in speaking and listening are above average and pupils have continued to make good progress in their ability to speak confidently to a range of listeners on a range of topics such as the dangers of alcohol and drugs. They respond enthusiastically to literature and are ready and eager to ask and answer questions using a good range of vocabulary. For example pupils in Year 5 talk about the geometric shapes of the Mehendi patterns and pupils in Year 6 discuss various ethical situations.
93. Standards in reading are average by the end of both key stages and progress is satisfactory. There is a significant minority of readers who have good recall and read fluently and expressively. Many read accurately but not always with appropriate expression. High attaining pupils can identify favourite authors, give examples of favourite books read and give reasons for their preferences. Most are confident when reading to adults. Pupils tend to select library books from their own class selection and many Year 6 pupils could not explain how to locate a book in the library. Although some pupils' research skills are well developed, their library skills are inadequate. Pupils can locate information in texts and books in class lessons, but many could not explain library classification systems.
94. Progress in writing at Key Stage 1 is good. Pupils in Year 1 know that sentences start with capital letters and end with full stops. Higher attaining pupils can write three letter words changing one letter each time to make a new word. Pupils have developed good knowledge of how to use a dictionary. Most pupils can locate rhyming pairs in the text. High attaining pupils in Year 2 can give simple instructions using words such as first, next, then, now, when and finally. They independently use the dictionary, researching words and extensions of those words. English is used well to re-enforce other subject areas; for example pupils in Year 1 write simple sentences about Jesus and directional work in Year 2 is well linked to work in geography. Special educational needs pupils make very good progress. At Key Stage 2 progress in writing is satisfactory overall, with strength in descriptive writing and poetry and a weakness in the quality of extended writing. Pupils in Year 5 can create poems with an unusual physical form using Carlos Williams and Roger Mc Gough's poem 'Allwater' as a stimulus. High attaining pupils can use an effective range of adjectives to develop poems that communicate movement. In Year 6 lower attaining pupils use colourful movement words and create firework poems using appropriate adjectives and descriptive phrases. A significant number of pupils write poems that are published in a local county publication. Independent writing and writing for a specific purpose is being developed at both key stages. Handwriting is well developed throughout the school.
95. Pupils have good attitudes to their work and are well motivated. They concentrate well and are eager to participate in all aspects of the lesson. Most have a very positive attitude to books and concentrate particularly well when reading. They stop and listen to others and are respectful of other pupils' work. Behaviour is generally good and sometimes very good. Pupils have good relationships with teachers and adult helpers. They work well with a partner and equally well in

small groups for shared reading. A distinctive feature throughout the school is their ability to work independently, and to sustain their interest and motivation throughout the whole session. For example Year 5 pupils work collaboratively to produce a storybook for younger children. This helps pupils' personal development.

96. The quality of teaching is good in just over half of all the lessons seen at both key stages. In Key Stage 1 just over a third of lessons were satisfactory and in Key Stage 2 just over one in three lessons were satisfactory and one in ten was very good. The teaching is slightly better in Key Stage 1.
97. Teachers' subject knowledge is good and activities and resources are usually well chosen to promote pupils' learning and progress. Lessons are usually well planned and resources are used effectively. Most teachers plan interesting and relevant work and good use is made of information and communication technology. There is a good balance between learning specific skills and encouraging individual and creative work. However, there is too little opportunity given for extended writing. Medium term planning is consistently good, based firmly in the National Literacy Strategy. Most teachers also provide effective links with what pupils have done and make progressive demands. They have clear objectives in their planning and expect work to be presented well.
98. Teaching methods are generally good and there are very good examples of questioning techniques to extend pupils' ideas and vocabulary. Some of the features of the better teaching include clear explanations and the skilful use of open-ended questions to check and challenge pupils' thinking and understanding in order to help them make good progress. The pace of lessons is mostly good and teachers have high expectations of pupils. They are constantly encouraged and challenged to improve the quality of their work and develop their awareness and understanding. A significant feature of the teaching is the successful way English skills are re-inforced and developed in other curriculum areas. For example prepositions are re-inforced in physical education when pupils are challenged to 'travel along, through, under or around the apparatus'.
99. The management of pupils is generally good. Pupils are given clear and concise instructions and understand what is expected of them. Class control is effective, constructed within a framework of good relationships and creates a positive classroom ethos which enables pupils to make progress and achieve higher standards. Effective grouping and setting arrangements allow pupils to work together at a level appropriate to their stage of development. A strength in English teaching throughout the school is the quality of the plenary session where work is shared, appreciated and the main thrust of the lesson is revisited. All lessons end with a plenary session to share learning. Pupils in Year 6, for example, take great delight in sharing the poems they have written.
100. In the majority of lessons, efficient use is made of time and resources. Pupils are told how long they have to complete their tasks and lessons are planned to give a well balanced programme. Resources are managed very effectively. Teachers listen and respond to pupils well and in most lessons help them to improve the quality of their work through giving helpful and encouraging feedback and praise. In satisfactory lessons, pupils are not challenged to the same extent and classroom routines are sometimes too inflexible. Homework is not set on a regular basis and occasional work to reinforce learning and improve standards is not used consistently throughout the school.
101. Assessment procedures are appropriate. However, this aspect is insufficiently developed. All pupils are assessed regularly in English and the results are analysed and used as a basis for setting

group and individual targets for improvement. However, teachers' assessment and recording of pupils' progress through the school is of variable quality and inconsistently applied. In practice assessment does not yet identify clearly enough what pupils know, understand and can do and is not used often enough to inform and guide the next stage of learning or to identify when the pace of progress is too slow.

102. The Literacy Hour is well resourced with a good selection of Big Books and texts for shared reading. There is an adequate range of fiction books in all classrooms. The school library is small and uninspiring; it is rarely used by pupils for independent study and research and consequently pupils' library skills are not well developed throughout the school. English makes a significant contribution to pupils' spiritual, social, moral and cultural development. It enhances self-esteem and develops pupils' imagination and conceptual thinking.

105. **Mathematics**

103. At the end of Key Stage 1, the standards of pupils' attainment in the 1999 National Curriculum tests was below the national average and similarly when the results are compared with similar schools. The attainment of girls is better than boys, with girls' results broadly in line with the national average. However, overall standards at Key Stage 1 have improved since the previous year. At the end of Key Stage 2, standards of attainment in the National Curriculum tests are marginally above the national average. Overall standards of attainment are above the national average when compared with similar schools. However, the attainment of girls is well above the national norm and significantly higher than that of boys. The results this year are an improvement over the previous year.

104. The attainment of both 7 and 11 year-olds in lessons is in line with the national expectation. This is due to the quality of teaching, the advice and support provided by the subject co-ordinator, the introduction of the National Numeracy Strategy (NNS) and the staff development that has accompanied it. The National Numeracy Strategy has only recently been introduced and has not had enough time to impact fully on the curriculum. In general the attainment of girls exceeds that of boys and is in excess of the national trend.

105. The majority of eleven year-olds are able to measure distance in millimetres, centimetres, metres and kilometres and can calculate using different units of measurement, for example metres and kilometres, and convert miles to kilometres using a simple formula. They are confident with quick mental calculations, doubling and halving. Pupils are familiar with the use of conversions of fractions and decimals and can use co-ordinates to plot shapes. They can calculate angles as part of geometric construction and calculate area and volume.

106. In Year 2, seven year-olds are engaged in adding and subtracting tens and units using mental strategies to calculate. In Year 1 they can count to 20, order numbers smallest to largest and count on by 5 from a larger number.

107. The Numeracy Strategy has been implemented well. Lessons throughout the school start with mental work associated with number facts and simple calculations. This is having a positive effect on raising standards. In Year 2, the higher attaining pupils can select the biggest number from a group of three numbers up to 20 and explain why. By Year 4, most pupils can describe the difference between a square and rectangle, circle and cylinder and know the number of degrees in a triangle.

108. Pupils make appropriate progress recognising and using mathematical symbolism such as

addition, subtraction and equivalence. All pupils are establishing their confidence in using number bonds from one to five. Higher attaining pupils show progress in being able to double and halve numerical quantities. At Key Stage 2 pupils develop an understanding of fractions and the connection with the idea of equal parts. Higher attaining pupils are improving their understanding of the equality between fractions. They make progress in using the metric system as a system of measurement. The progress of girls throughout both key stages is good. The progress of boys does not match that of the girls to the same extent and shows some underachievement at both key stages. Over a longer period progress is good for the higher attaining pupils at the end of both key stages.

109. Pupils with special educational needs make good progress by the end of each key stage. In Year 1, pupils add the missing numbers up to 20 on a number line and by Year 2 they can accurately calculate simple addition sums to 20. By Year 6, pupils can add using fractions and compile information to produce graphs and charts.

110. Pupils have a satisfactory attitude to learning mathematics and respond well to the questioning skills of the teachers, who often ask them to explain their thinking. They work well individually and in groups. Behaviour is good.

111. The quality of teaching is never less than satisfactory, and in three quarters of the lessons it is good. A particular strength is teachers' subject knowledge and planning, which is linked accurately to the National Curriculum. There are clear learning objectives for each lesson. Pupils are taught mathematics in groups according to their prior attainment. Lower attainers are in smaller groups and are often supported by classroom assistants. The effectiveness of this support is consistent between classes and year groups. Other groups are larger in number with the average attainers being in the largest groups. Pupils' work is well matched to what they have learnt before. The work planned for the higher attaining pupils, particularly in Key Stage 2, provides sufficient pace and challenge to extend their thinking. A significant amount of pupils' work across the whole school is marked well and there are constructive comments and this supports progress. However, homework is not used effectively enough to support pupils' class work.

112. The co-ordinator provides good leadership and has clear monitoring strategies for curriculum development across both Key Stages 1 and 2. The introduction of the National Numeracy Strategy has helped with the planning for teaching mathematics and establishing targets for each year group, although there is limited monitoring of how well these targets are met. The assessment and analysis of national test results is insufficiently used at present to give a clear indication of priorities in each year group. There is a commitment to high achievement and an effective learning environment across both key stages.

#### 115. **Science**

113. At the end of Key Stage 1, pupils' attainment, as assessed by teachers, is in line with national expectations. Girls attain above average but there is some underachievement of boys reflected in the assessments. At the end of Key Stage 2, attainment in the 1999 National Curriculum tests at Level 4 is well above national averages. Pupils' attainment at the higher levels in these tests is also above average. There is no difference in the attainment of boys and girls; both are significantly high. The 1999 results are well above average in comparison with similar schools. This year's results show an improvement on 1998 where pupils achievement was above the national average when compared to all schools and in line with the national norm when compared to schools with a similar context.

114. By the end of Key Stage 1 pupils are able to talk with confidence about their work. They can name the parts of a plant and know that a plant needs certain conditions before it can grow. They understand that animals, including humans, have senses and are able to use their senses to do simple tasks. They understand the difference between day and night and are confident about the effect the sun has on the daily cycle. They undertake simple experiments but are not provided with sufficient opportunity to set up their own experiments and ask questions about what might happen. They use simple charts, tables and drawings to show the results of experiments, for example, the recording of results they had undertaken on how light is perceived. They are beginning to write in their own words about what happened during their experiments. At Year 2 most make good progress in the understanding of metamorphosis.
115. By the end of Key Stage 2, most pupils can use scientific experiments to increase their knowledge and understanding. They know that electricity flows around in a loop and that resistors can be variable in a circuit. Some have done work on the induction coil and know that transformers for alternating current will produce high voltage from a low voltage input. Most are able to explain the apparent motion of the sun. Some can discuss why motion is affected by gravity. Pupils understand that for a test to be fair, only one factor can be varied. They are able to predict why they think things happen, for example, when investigating why plants grow in certain conditions and not in others. They record the results of their experiments. Pupils are able to express themselves in writing using appropriate scientific vocabulary. However, their use of tables, bar charts and line graphs to record their results is limited. Higher achieving pupils would benefit from focused target setting and consistent assessment to challenge them more appropriately.
116. Progress is good across both key stages. Pupils with special educational needs make good progress and work in science is often well targeted to suit their needs. Good progress is made in their understanding of living processes. Pupils in Key Stage 1 are able to describe the life cycle of a butterfly and explain its stages. By the end of Key Stage 2, pupils are able to discuss why gravity affects motion. Most carry out practical work correctly but written work is sometimes hurried. Where they are able to carry out investigations that let them explore their own ideas, pupils of all levels of attainment often make very good progress. This was seen in a Year 5 lesson where pupils investigated ways to make a circuit containing a bulb and battery. High attaining pupils were able to offer explanations in terms of moving electrons, while pupils with special educational needs discovered that a bulb has two connections and will only light if it is connected into a circuit using both. Teaching support is good and pupils with SEN and EAL make good progress both during lessons and in the work they have completed over time.
117. Pupils' attitudes to science are good and often very good. They enjoy the practical work and carry it out carefully and safely. They increasingly show good levels of independence when they are allowed to work in groups, where they work well together, sharing equipment and helping each other. This was very evident in a Year 4 group constructing electrical circuits where pupils were made responsible for their own investigative work and asked to set up their own apparatus for the experiment. Pupils show good levels of concentration and are developing good habits in listening and recording, for example writing key word notes. Concentration is sustained even during theory sessions. Behaviour is never less than good and is usually very good.
118. There is a good standard of teaching in science. Two thirds of lessons in Key Stage 1 were good, the remaining third being very good. At Key Stage 2, one lesson was very good, just under two thirds of lessons were good and one third was satisfactory. There were no unsatisfactory lessons.
119. Teachers have a very good command of the subject and each brings an individual approach to the task. Combined with good commitment and enthusiasm, this enlivens lessons and raises pupils'

motivation and interest. In a very good lesson pupils were encouraged to choose their own material to make an electrical circuit. Many chose the wrong combinations of components to begin with and through experimentation found the right way to light the bulb. In lessons that are good teachers planning is highly organised and high standards are expected of pupils in terms of behaviour, application to work, effort, co-operation and recall of previous work. Lessons move along briskly with good practical content. These strategies are effective in sustaining the interest of pupils. In the satisfactory lessons all the above qualities are present to a lesser degree but the quality of the short term planning is often unsatisfactory. Whilst learning objectives and activities are clearly stated, not enough thought is given to the assessment of pupils' work and the outcomes of the lesson in terms of what pupils know and understand. These lessons often lack challenge for the higher attainers. All teachers and assistants are appropriately vigilant about safety.

120. The science curriculum meets statutory requirements. It provides good access for pupils with SEN and EAL and they make good progress. The school's planning for science is currently under review. The current arrangement of teachers working in small year group teams provides little opportunity for the overall picture to emerge and a whole school approach to assessment and target setting is not yet in place. Assessment procedures for science are not effective. Teachers are not consistently evaluating what pupils know, understand and can do in order to inform further curriculum planning and setting targets for improving pupils' individual performance.
121. The scheme of work is of good quality. However, there is insufficient monitoring of teaching and levelling of work to set meaningful targets. The co-ordinator has not been on recent in service training and there is a need for more training in the subject among the staff. Science resources are adequate and the school makes good use of the local environment. Standards achieved have risen considerably since the last inspection.

## **OTHER SUBJECTS OR COURSES**

### **Art**

122. Overall attainment in art is good at Key Stage 1 and in line with what is expected of pupils of this age at Key Stage 2. Progress is good at Key Stage 1 and satisfactory at Key Stage 2.
123. Pupils' attainment at the end of Key Stage 1 is good, especially in drawing, and meets the national expectation overall. This competence in using dry media, pencils, pastels, collage etc, stands pupils in good stead at Key Stage 2. Pupils' attainment in other aspects such as painting and three-dimensional work shows an average range of skill and understanding. Throughout the school, more are above than are below expectations in two-dimensional work. Painting is underdeveloped at Key Stage 2.
124. From the time pupils start school they are encouraged to experiment with paint and colour, to explore pattern, to work from observation and imagination, and to respond to examples of art in the world around them. Children in reception have enjoyed colour mixing in the style of Kandinsky and painting "splosh Picasso" faces and people in the style of Lowry. In Years 1 and 2 there is an increasing sophistication in the use of line, tone and shape. The work of artists is used imaginatively to colour matching, blending and mixing throughout the school. There is sound development of practical skills in some classes, although this seems to depend largely on the subject expertise of the teacher. Pupils in Year 2 have worked with a range of media on a variety of topics from "dot" painting Aborigine pictures and artefacts with sticks to depicting Picasso's "blue and rose" period with abstract portraits. The oldest pupils in Year 2 have learnt to use a larger range of materials. They show increasing control of tools and techniques, choosing

appropriate methods and materials and adapting their work to suit their purpose.

125. Three-dimensional work is better developed at Key Stage 2 where there are various examples evident of work using a range of materials. By Year 4, pupils are well able to see a complex project through its different phases into different 2D and 3D realisations. An example is the "puppet" project in Year 4. Here pupils have carefully observed and drawn images, and at the time of inspection were creating well-constructed clay models of these. Painting is pupils' weakest skill overall, but standards achieved are within the average range. Pupils in Year 6 are designing and making a tea service in the style of Clarice Cliff which involves good attention to detail and use of colour. However, some of the work seen in some classes in Key Stage 2 is less varied than in Key Stage 1, particularly in the use of media, materials and imagination. Some higher attainers in Year 6 show a very high degree of competent observational drawing, including minute detail of pattern and line. Some lower attainers still find it difficult to understand how to use pencils to show tonal range in the spaces they have drawn.
126. Progress is good in Key Stage 1 and satisfactory at Key Stage 2, with the most progress occurring at the end of Year 2. Examples of good progress include a clear development in pupils' observational skills and in their understanding of artistic elements. Progress in the presentation of illustrative work in other curriculum areas is weaker. Pupils with special educational needs make good progress overall and use the skills they acquire in other subjects.
127. Pupils enjoy their artwork and are enthusiastic about the practical nature of the tasks. Attitudes are very good. Most pupils demonstrate concentration, collaboration and respect for the work of others. They work as individuals and most can also co-operate well in groups when required to do so. Behaviour in lessons is always good.
128. The quality of teaching in art varies from class to class but is good overall with some examples of very good teaching. Generally teachers have a good understanding of the subject, although some, particularly in Key Stage 2, lack confidence in certain areas of learning, and need more training in how to teach art skills. The best teaching occurs when teachers' planning gives details of learning objectives and teachers give careful attention to the development of skills and techniques as in Year 2 and Year 4 where pupils are building on their knowledge and skills. In weaker examples, tasks lack challenge and pace appropriate to age and ability. Teachers are not all adequately assessing pupils' individual progress in art. There is insufficient monitoring of the quality of teaching, assessment and the standards being achieved. The use of information and communication technology for graphic work is insufficient.
129. The subject co-ordinator has a good scheme and plans the delivery of the curriculum well. She does not have the time to monitor the teaching of the subject adequately and her overview of the delivery of the curriculum in terms of assessment is unsatisfactory. Teachers are required to keep a portfolio of pupils' work but there is no levelling of the portfolio to achieve marking consistency. Teachers are responsible for their own assessment. There is no whole school overview to monitor pupils' progress. Consequently the co-ordinator cannot monitor progress effectively and assessment does not adequately inform curriculum planning. Pupils' level of skill in art and the progress they make at both key stages has improved since the last inspection.
132. **Design and technology**
130. All pupils make satisfactory progress in design and technology and, by the time they are eleven, their standards of work are typical of that of most pupils of their age. Pupils with special educational needs make satisfactory progress since much of the subject involves practical



activities that are within their scope.

131. By the end of Key Stage 1, seven year-olds understand the properties of common materials and are encouraged to make choices when constructing models. For example, they make sensible decisions when selecting materials to make junk models or the material to make an axle for vehicles they have designed. Pupils understand the importance of planning which includes deciding what tools they are going to use. They measure, cut and join a variety of materials accurately when constructing models. They carefully assemble simple mechanical models, introducing movement by using axles for wheels, or split pins for joints in card cut out figures. All appreciate the importance of evaluating the quality of their work when it is finished. The analysis of different types of fruit by Year 1 pupils is a good example of how design and technology skills can be integrated into topic work.
132. At the end of Year 6, pupils are accustomed to working from designs, which specify the tools and materials that will be needed for their models to work safely. Most pupils have a good knowledge of a variety of methods to fasten materials together, which includes staples, clips, glue and string. Pupils work confidently with tools, such as saws, drills and scissors, and are fully aware of the safety procedures. When making bread, they follow a recipe, have ideas for adapting the basic recipe, know and practise the rules of basic food hygiene, work safely, evaluate different outcomes and draw conclusions about the impact of added ingredients and different finishes of the end product. In Year 4 when evaluating different types of cereals and biscuits, they use appropriate vocabulary to describe products including their sensory characteristics. They compare cereals and biscuits in terms of appearance, flavour, texture and cost, understand that people have different preferences and that producers need to consider this when manufacturing. All apply finishing techniques, such as painting carefully, to enhance the quality of their artefacts. A good example of products finished to a high standard are the African masks designed and made by Year 1, the book marks designed and made by Year 2 and the cushions designed and made by Year 5.
133. Pupils have opportunities to disassemble products in order to identify their components and to use simple mechanisms such as cranks, sliders and levers. The development of literacy encourages pupils to use appropriate vocabulary when naming tools and describing what they are doing. For example, when analysing biscuits in food technology, they list ingredients and write out step-by-step instructions, while strictly observing rules of hygiene.
134. Pupils' attitudes are good. All take a pride in their work, and enjoy taking part in design and technology lessons. Pupils with special educational needs are equally successful in making things as other pupils and this raises their self-esteem. Pupils share tools sensibly and help one another willingly, for example, by holding materials that need to be joined.
135. The quality of teaching is good throughout the school. A good scheme of work and curriculum plan usefully guides teachers. Planning is detailed and thorough. Due attention is paid to safety. Improvements have been made to the arrangements to assess and record pupils' work. At present this information is not used effectively to plan work. Teachers outline clearly what is required and provide a wide range of materials, such as clay, card, wood or plastic. Pupils of all abilities are sufficiently challenged. When they finish ahead of other pupils, the opportunity is often taken to encourage them to improve their model further. Teaching is not monitored. The role of the co-ordinator is insufficiently developed in this respect. Accommodation is adequate. The curriculum makes a positive contribution to pupils' social and cultural development. The school has successfully addressed any issues mentioned in the last report.

138. **Geography**

136. Attainment at the end of both key stages is in line with standards expected nationally for seven and eleven year olds. These results are an improvement on those reported after the last inspection where attainment at Key Stage 2 was below expectations. In Key Stage 1 pupils in Year 1 are able to state that buildings serve different purposes and use the word “leisure” to describe the function of one of them. They are able to produce a map of Africa showing the animals that live there. In Year 2 pupils can identify the physical and human features on a landscape and use the language of the subject to describe them. They are able to locate places on a map using simple co-ordinates. Pupils create maps of imaginary places using pictures to illustrate various features and are able to relate places to a story with which they are familiar. At Key Stage 2 pupils in Year 3 are able to produce maps of the world showing the position of India in relation to the countries which surround it. Year 5 pupils compare their own environment with that of Colchester. They are able to discuss changes in their locality, for example, the closing of Clacton High Street and consider both sides of the argument. At the end of the key stage pupils are able to explain the water cycle and describe how water is found in the atmosphere in the form of dew, mist, and snow.
137. Pupils are making good overall progress; sometimes it is very good but it is never less than satisfactory. In Year 1 pupils make satisfactory progress in their ability to classify buildings into categories of use such as banks, shops and homes. Pupils in Year 2 make good progress in their mapping skills and their understanding of the use of co-ordinates. In Key Stage 2 pupils make good progress in their knowledge of land use and local leisure activities. Pupils in Year 6 made very good progress during a lesson on the movement of water in their understanding of the causes and effects of soil erosion. The good level of progress made by pupils in most year groups is the result of lively presentation, good questioning techniques and well planned lesson summaries by their teachers.
138. Pupils in both key stages respond well to their geography work. They are quick to answer questions, listen attentively to their teachers and behave well during activity sessions. They contribute to discussions and listen to the point of view of others. Pupils collaborate well and are willing to share resources and help each other.
139. Teaching is good overall with examples of very good practice; it is never less than satisfactory. Where teaching is considered to be very good pupils are encouraged to review previous lessons with the use of good questioning techniques. Teachers' subject knowledge is very good; they involve all pupils in class discussions and lessons have a lively pace that uses time effectively. Overall, they plan their lessons carefully identifying the methods to be used and the hoped for outcome. The school has improved its procedures for planning, particularly the identification of objectives, since the last inspection report. Teachers use the vocabulary of the subject well and maintain good behaviour during lessons. Marking is sometimes done carefully, with good feedback being given to pupils, but this is not consistent over the whole school and some exercise books contain little more than ticks and encouraging comments.
140. Geography is used to form links with other subjects such as literacy and mathematics. In a Year 1 class pupils have done a survey to see how each of them get to school. They have illustrated the results with a block graph. Pupils in Year 2 have produced a set of instructions on how to get from one site to the other using a diagram.
141. A number of field trips are organised by the school, for example, the Year 6 trip to the Isle of Wight and the local study of Holland Brook. The management of the subject is satisfactory.

There is a well planned scheme of work, an action plan and an awareness of the strengths and weaknesses of provision within the school. Improvements have been made in the provision and the use of resources since the last inspection and they are now satisfactory in both key stages. However, the co-ordinator does not have the opportunity to monitor the teaching and there are no whole school assessment and record keeping procedures. The school has successfully addressed the minor issues identified in the last inspection report.

#### 144. **History**

142. Attainment in history is in line with what is expected of pupils of this age by the end of Key Stage 1. By the end of Key Stage 2 pupils make good progress overall and attain standards above what is expected for their age. No lessons were observed at Key Stage 1. Judgements for this key stage are based on a scrutiny of pupils' work, teachers' planning and records, classroom displays and discussions with teachers and pupils.
143. By the end of Key Stage 1 pupils have developed a sense of the past and know how people used to live compared with the present day. They are able to describe the difference between toys today and those of long ago. Higher attaining pupils can describe the differences in metal toys and they know that dolls were often made of china. Pupils in Year 1 use their knowledge of stories of the past to sequence events, showing an emerging sense of chronology and can answer simple questions using historical sources. By the end of the key stage pupils are beginning to develop a good sense of chronology and know the past can be divided into different periods of time; they are starting to use dates.
144. By the end of Key Stage 2 some pupils can suggest consequences of change and know the difference between primary and secondary evidence. A few can describe characteristics of past periods and societies. Pupils in Year 3 complete a record of evidence from sources taken from the Saffron Walden Museum. They make field notes and drawings of the artefacts. By Year 6 they have made good progress in developing research skills. They are able to select information from a variety of sources and produce structured work with the correct use of dates and terms. Pupils in Year 6 have looked at Victorian schooling and compared and contrasted it with school today. This has entailed comparing and contrasting timetables, plans of the school and inspectors' reports. Most pupils know that contemporary sources provide historical data that is accurate and that source material such as old school inspection reports are not as reliable. They show good understanding of the similarities and differences between periods of time.
145. History is being used as a good support for developing pupils' literacy skills. Pupils effectively enhance both reading and writing through writing for real purposes. By the end of Key Stage 2 many pupils write in a variety of forms. Their writing is joined, neat and is varied according to the type of presentation required. Their historical vocabulary is very good.
146. Pupils' attitude to history is good, often very good and occasionally it is excellent. Pupils are courteous to visitors, listen with respect when others are speaking and ask questions sensitively. They show real interest and enthusiasm in lessons and are confident in expressing opinions. They work well together, in pairs or groups when sharing books or investigating sources. Oral communication in lessons is good. Children handle historical resources very carefully.
147. The quality of teaching is never less than satisfactory and is often good or very good. Teachers' own subject knowledge and skills are good. They use questioning skilfully to draw out factual knowledge and use historical resources effectively. In all of the lessons seen there was a good balance between direct explanation and developing the pupils' abilities to discover information and

evidence for themselves. In the very good lessons teachers use open ended questions to extend pupils' thinking and curiosity. Artefacts, visits to museums and enjoyable practical activities are effectively used to re-enforce learning. For example pupils in Year 6 consolidated their knowledge of Victorian times by making a model of a Victorian house. They included their own wallpaper designs, influenced by William Morris, and appropriate articles, such as chamber pots and open fires. Classroom organisation is strong and non-specialists are supported well through clear documentation and advice. Lessons are planned effectively and classroom discussions are orchestrated with skill. Pupils are given good encouragement and respond with confidence.

148. Overall, sound progress has been made since the previous inspection and there is a clear indication that the subject is capable of further development. Higher attaining pupils now receive sufficient challenge in lessons and pupils with special educational needs and those with English as a second language make good progress, especially when supported in lessons by good support staff. However, there is little direct monitoring of teaching and learning and assessment is still not being used consistently to inform future planning.

### **Information and communication technology (ICT)**

149. Taking account of lessons, pupils' previous work and discussions with pupils, overall attainment by the end of the Key Stage 1 and 2 is in line with national expectations. Pupils are confident in using computers to communicate their ideas. For example, in Year 2 pupils are able to use a paint program to create pictures of faces with different expressions. They are good at being able to enter, amend, save and retrieve information without help from the teacher. In Year 4 pupils are able to use word processors to write a story. They present their writing carefully and can alter font styles and text size with confidence. They are developing good skills in both using the equipment and the mouse to give instructions to the computer. In Year 3 they are beginning to develop skills in the use of desktop publishing combining text and graphics. By the end of the key stage in Year 6 they have a good awareness of the application of computers to write and illustrate their own poems and stories.
150. Most pupils make satisfactory progress as they move through the school, particularly in their skills in using computers and communicating ideas and information. At Key Stage 2 pupils are able to use computers with considerable confidence and are making good progress in developing their information and communication technology capability.
151. Pupils have particularly good attitudes to their work in ICT. They are well motivated, able to concentrate for suitable lengths of time and respond with enthusiasm. A strong feature through the school is the way pupils are able to access the computer without help from teachers and work independently. They are very responsible when using computers and can work in pairs very well showing respect for the equipment and each other. Behaviour is always good and this contributes very effectively to the standards attained.
152. The quality of teaching is good overall. Strengths in teaching include teachers having a mostly secure knowledge and understanding of information and communication technology. Work is planned well and identifies clearly what pupils are to learn. Teachers' expectations are usually appropriately high and they set tasks that are suitably demanding. Pupils of all ages and abilities are being given a good learning experience. The effective way that teachers manage their lessons has a positive impact on pupils' attitudes and willingness to use information technology.
153. The curriculum is now well planned, and the scheme of work ensures good breadth and balance over time. The new computers will allow pupils access to the full range of activities including the

use of CD-ROM and the Internet.

## Music

154. The majority of pupils at the end of both key stages reach standards that are in line with national expectations. Pupils in Key Stage 1 make satisfactory progress in their knowledge and appreciation of music. At Key Stage 2 pupils make good progress in their ability to play, discuss and respond to music in a number of different forms.
155. At Key Stage 1 pupils are able to follow different rhythms by clapping and combining them with body movements. They are able to respond to different forms of music by listening and commenting on what they have heard. Pupils in Year 2 identify different instruments in a piece of music, for example, recognising the flute and drums. Pupils at the end of Key Stage 2 have a grasp of music vocabulary and understand the meaning of words such as tempo and unison. They are able to respond to different musical pieces recognising changes of character and mood. Pupils can sing in unison and are aware of the importance of the other performers. They can use a number of different percussion instruments and a significant minority is able to play recorders. The attainment of pupils in this subject across both key stages is enhanced by the good opportunities provided by the school for them to listen to and perform music, for example, performing with the school choir, membership of recorder clubs and guitar tuition. Pupils with special educational needs have full access to the subject. Their attainment is in line with national expectations and they make satisfactory progress overall.
156. In Key Stage 1 pupils in Year 2 gain an understanding of the importance of rhythm and make satisfactory progress listening to, and identifying, different sounds. In Year 3 pupils are making good progress in their understanding of the development of musical instruments, for example, the use of the horn. Pupils in Year 5 demonstrate good progress in their ability to sing rounds. At the end of the key stage, in Year 6, pupils are making good progress in their knowledge of the vocabulary of music and in their ability to discuss their responses to it. Those pupils, who play instruments are encouraged to take part in assemblies and other musical events to enhance their ability to perform in public.
157. Pupils' attitudes to the subject are good overall. They join in lessons with enthusiasm and are always well behaved. They listen attentively to their teachers and respond positively to the performances of others. They demonstrate surprise and excitement at some of the activities provided by their teachers, for example, the use of a French horn in a lesson on instrument development.
158. The teaching of the subject is good overall and never less than satisfactory. The best teaching is characterised by the use of equipment to illustrate lessons, the quality of questioning which draws out pupils' responses and probes for existing knowledge and a high expectation of pupils' performances. Teachers maintain good relationships with pupils providing effective praise and encouragement. Pupils are encouraged to develop their own opinions about music and to celebrate the achievements of others.
159. The school uses a scheme of work that is broad and balanced and provides effective guidelines for teaching. However, there is a lack of a consistent method for assessing and recording the progress of pupils. The subject is managed satisfactorily and is well resourced. The school provides a wide range of musical experiences for pupils which include recorder clubs for both key stages, a school choir, guitar tuition and various opportunities to perform in front of audiences.

160. Professional musicians are encouraged to visit the school and have given performances such as a clarinet quartet concert. The local secondary school provides workshops that have included topics such as Jazz and Percussion. A “Music Day” for pupils in Year 3, which includes visiting musicians, gives them the opportunity to perform on and investigate a number of different instruments. The school has effectively addressed the weaknesses in the subject provision identified in the last report.

**163. Physical education**

161. Attainment at the end of Key Stage 1 is above that expected nationally of seven-year-olds. At the end of Key Stage 2 attainment is well above that expected nationally of eleven-year-olds. During the inspection it was not possible to observe any gymnastic sessions and therefore judgements are based on the observation of games, swimming and dance lessons. Pupils in Year 1 dance sessions move well to music and produce rhythmic responses and contrasts of shape, direction and speed. They are able to link a series of movements into a sequence and make efficient use of the space available. In Year 2 pupils use equipment in imaginative ways and are able to follow instructions and work co-operatively.

162. At the end of Key Stage 2 pupils in Year 6 demonstrate very good games skills. In hockey they demonstrate very good stick control and hand-eye co-ordination. The ability of pupils to move with speed and agility is well developed. They can dribble a ball in different directions and use a variety of passes appropriately in the game situation, for example, using the push pass to the right and to the left. In football individual skills are very good with pupils using different parts of their bodies to gain possession of and control the ball. Pupils kick footballs accurately and are able to describe a range of strategies both for defence and attack. Pupils have well developed skills in controlling basketballs. They are able to dribble the ball with both left and right hands. In game situations they are able to avoid other players and seek open spaces to send and receive ball passes. The high level of attainment at the end of Key Stage 2 is due to the adoption by the school of a commercially produced scheme, linked to its own, which has had a very positive effect on attainment. The good level of teaching available and the use of professional coaches have also had a positive effect. There is no marked difference between the attainment of boys and girls in the above activities.

163. The progress of pupils in both key stages is good overall. Pupils in Year 1 practise their skills in controlling their bodies and generally make good progress. Pupils in Year 2 are making good progress in their ability to use bats and in their general netball skills. In Year 4 pupils have developed their ability to kick a ball accurately. The ball passing and blocking skills of pupils in Year 5 show good development. The good level of progress being made by pupils is the result of well planned skill development and the enthusiasm shown by all instructors, both teachers and coaches.

164. Teaching is good overall with some examples where it is very good. It is never less than satisfactory. Warm-up exercises are well used by teachers. Most have good subject knowledge, choose activities well and are enthusiastic about what they are doing. There is a generally good pace to lessons and teachers wear the correct clothing.

165. The attitude of pupils to their work in physical education is good. Most can play as part of a team, are well behaved and celebrate the success of others. They approach all areas of their work in the subject with enthusiasm.

166. The management of the subject is good with the co-ordinator providing a clear lead. The scheme

of work is detailed and progressive. However, most teachers do not keep records of assessment that could be used to evaluate progress. Resources for the subject are generally good. The school provides a wide range of different extra-curricular activities ranging from a mini-basketball club to mixed gymnastics. Competitive sport is well catered for and the school is a member of the local primary school sports association and has had considerable success when competing against other schools.

### *Swimming*

167. The inspection of this school included a focused view of swimming that is reported below. Pupils in Years 3 and 4 are swimming with the school during this academic year. All the pupils who left the school in July 1998 were able to swim at least 25 metres. In the present Year 6 it is expected that all pupils will achieve or exceed the national requirement of being able to swim 25 metres by July 1999. The least able group is developing confidence in the water. Pupils with more developed skills are improving their understanding of how, by controlling their leg movements, they can improve their propulsion in the water. More advanced swimmers are developing their breathing techniques and entering the water by means of a sitting or standing dive. The majority of pupils are making very good progress with their swimming. The progress being made is due in the main to the high standard of teaching, good assessment techniques and the good relationships that are maintained between instructors and pupils. In swimming sessions good support is given to non-swimmers and those with limited skills, groups being formed on the basis of swimming competence. Pupils enjoy their swimming lessons, they change quickly and leave their clothes folded neatly. They listen very carefully to instructions and respond immediately to directions given by adults.

### 170. **Religious education**

168. Attainment in religious education at the end of both Key Stages 1 and 2 match the expectations of the Essex Agreed Syllabus and pupils make good progress.

169. Pupils in Key Stage 1 know the main events in the life of Jesus. They understand the idea of community and how people in the community help each other and can identify the various communities to which they belong. A few are developing an awareness of different religions. They make simple evaluations of the difference between right and wrong. Pupils in Year 1 have some understanding that the festival of Diwali is a special event. Higher attaining pupils know it is celebrated by Hindus and a few can explain some of the activities and events that take place during the festival. Pupils in Year 2 have a clear understanding of how a wide range of people help us in our daily lives. This good progress continues into Key Stage 2 where pupils' factual knowledge and awareness of others is further developed.

170. At Key Stage 2, Year 5 pupils know the significance of 'light ' for the Hindu and that Diwali is a celebration of 'New Year.' Higher attaining pupils can demonstrate a deeper understanding of the same topic when they explain the significance of 'Rama and Sita' or describe the meaning of the 'rangoli' designs and 'mehendi' patterns that are used as decoration during the festival. By the end of the key stage pupils make good progress and have a good understanding of the significance of the old and New Testament and how this relates to Christianity today. Pupils in Year 6 can explain the function of different parts of a church and confidently express their personal opinions on the role of the church in the community. They write their own prayers for harvest. Very good progress is also made in learning about Judaism and understanding some of the facts and details about Jewish customs and festivals.

171. Pupils are extremely well motivated in their religious education lessons. They are eager to contribute their ideas especially when they relate to their own experiences. Pupils reflect on the meaning of life and are eager to take part in activities and contribute to discussions. They think carefully and love to share ideas, for example about the consequences of jealousy when learning about Joseph and his brothers. Particularly good work occurs when pupils are asked to reflect on their feelings and show concern for others. Most show respect for each other's views and work well in pairs or groups.
172. The quality of teaching is mainly good and occasionally very good at both key stages. Teachers have a good knowledge of the subject and a commitment to teaching it well. In good lessons they devise interesting ways of making pupils think. Questions and answer sessions are well used to make links between learning about religion and learning from religion. Lesson planning is thorough and there are excellent relationships between teachers and pupils based on mutual respect. Lessons are conducted with pace and vigour and there are high expectations which have a positive effect on pupils' motivation and progress. Activities are appropriate to the age and attainment levels of the pupils and, particularly at Key Stage 2, higher attaining pupils are well challenged. In satisfactory lessons, the teacher's organisation is satisfactory and aspects of the above are present, but lesson objectives are sometimes insufficiently focused on the desired learning outcomes and the time between the introduction and the summing up is ineffectively used. Pupils with special educational needs are encouraged to participate in all aspects of the lesson and often contribute valuable insights to discussion. Day-to-day assessment is very good. Pupils' knowledge and understanding is regularly checked and they are constantly challenged to think for themselves. However this assessment is not sufficiently formalised to enable teachers to monitor the good progress being made and set targets to challenge pupils even further.
173. Co-ordination of religious education is good. There is a clear action plan for the development of the subject. The curriculum is planned to incorporate the requirements of the local Agreed Syllabus and the subject is taught for the designated time. Resources are adequate and easily accessible for all staff. The co-ordinator supports teaching by discussion with teachers in formal and informal settings, although there is insufficient monitoring of teaching throughout the school to adequately assess its impact on learning. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development giving them a chance to discuss issues that do not arise in other curriculum areas.
174. Since the last inspection the policy and scheme of work have been written. The quality of the scheme is very good and incorporates the locally Agreed Syllabus. Both have been implemented since the beginning of the term and are already having a positive impact on raising standards throughout the school and developing teachers' confidence and competence.

177.



## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

175. The inspection team consisted of five inspectors including a lay inspector. During the week 105 lessons, 16 registration sessions, whole school and year assemblies, and a range of extra-curricular activities were inspected. Teachers were seen teaching several times. Planned discussions were held with pupils, teachers, other members of staff and governors. The inspectors looked at the written work of many pupils including a sample across the range of pupils' attainment for each year group. A large amount of documentation including teachers' planning provided by the school was analysed before and during the inspection. The registered inspector held a meeting attended by 10 parents shortly before the inspection, and analysed 99 responses to the questionnaire about their opinions distributed by the school. Inspectors spent a total of 25 inspector days in school, gathering first hand evidence. They spent 62 hours observing lessons, 2 hours talking formally to pupils, 5 hours hearing children read, 27 hours interviewing teachers, 17 hours evaluating pupils' work, and 6.5 hours in registrations, assemblies and other activities.

## 179. DATA AND INDICATORS

### 179. Pupil data

	<b>Number of pupils on roll (full-time equivalent)</b>	<b>Number of pupils with statements of SEN</b>	<b>Number of pupils on school's register of SEN</b>	<b>Number of full-time pupils eligible for free school meals</b>
<b>1998 - 1999</b>	420	2	85	83

179.

### Teachers and classes

#### 179. Qualified teachers (1998 – 1999)

Total number of qualified teachers (full-time equivalent):	19
Number of pupils per qualified teacher:	21.43

#### 179. Education support staff (1998 – 1999)

Total number of education support staff:	10
Total aggregate hours worked each week:	262.5

### 179. Financial data

Financial year:	1999
	£
Total Income	911,597
Total Expenditure	924,226
Expenditure per pupil	2,004.83
Balance brought forward from previous year	27,252
Balance carried forward to next year	14,623

## PARENTAL SURVEY

Number of questionnaires sent out:

420

Number of questionnaires returned:

99

### 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	49	47	3	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	37	3	7	0
The school handles complaints from parents well	23	43	23	8	2
The school gives me a clear understanding of what is taught	28	51	10	11	0
The school keeps me well informed about my child(ren)'s progress	29	51	7	13	0
The school enables my child(ren) to achieve a good standard of work	35	53	9	3	0
The school encourages children to get involved in more than just their daily lessons	30	54	12	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28	53	11	5	3
The school's values and attitudes have a positive effect on my child(ren)	47	48	6	0	0
The school achieves high standards of good behaviour	40	54	5	1	0
My child(ren) like(s) school	53	42	4	1	0