

# INSPECTION REPORT

**Temple Sutton Primary School**  
Southend-on-Sea

LEA area: Southend

Unique Reference Number: 114793  
Inspection Number: 188396

Headteacher: Mr F Gulley

---

Reporting inspector: Cheryl Thompson  
22822

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> October 1999

Under OFSTED contract number: 707294

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline

Tel. 0171421 6567

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Eastern Avenue Southend-on-Sea SS2 4BA
Telephone number:	(01702) 468582
Fax number:	(01702) 601101
Appropriate authority:	Southend-on-Sea
Name of chair of governors:	Mr Alan Carey
Date of previous inspection:	13 <sup>th</sup> – 24 <sup>th</sup> May, 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Cheryl Thompson, RgI	Geography	Attainment and progress Teaching
Christine Haggerty, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Ruth Frith	English History Equal opportunities	Curriculum and assessment
Judith Wilson	Art Music Special educational needs	Leadership and management Efficiency of the school
Philip Preedy	Children under five Information technology	
Gerard Slamon	Mathematics Religious education	Pupils' spiritual, moral, social and cultural development
Brian Munden	Science Design and technology Physical education	Attitudes, behaviour and personal development

The inspection contractor was:

PPI Group Ltd

7 Hill Street

Bristol

BS1 5RW

Tel: (0117) 934 9944

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar

The Office for Standards in Education

Alexandra House

33 Kingsway

London WC2B 6SE

# REPORT CONTENTS

Paragraph

## MAIN FINDINGS

What the school does well  
Where the school has weaknesses  
How the school has improved since the last inspection  
Standards in subjects  
Quality of teaching  
Other aspects of the school  
The parents' views of the school

## KEY ISSUES FOR ACTION

## INTRODUCTION

Characteristics of the school 1 - 2  
Key indicators 3

## PART A: ASPECTS OF THE SCHOOL

### Educational standards achieved by pupils at the school

Attainment and progress 4 - 23  
Attitudes, behaviour and personal development 24 - 31  
Attendance 32 - 33

### Quality of education provided

Teaching 34 - 55  
The curriculum and assessment 56 - 67  
Pupils' spiritual, moral, social and cultural development 68 - 72  
Support, guidance and pupils' welfare 73 - 79  
Partnership with parents and the community 80 - 83

### The management and efficiency of the school

Leadership and management 84 - 93  
Staffing, accommodation and learning resources 94 - 99  
The efficiency of the school 100 - 104

**PART B: CURRICULUM AREAS AND SUBJECTS**

**Areas of learning for children under five** 105 - 118

**English, mathematics and science** 119 - 143

**Other subjects or courses** 144 - 191

**PART C: INSPECTION DATA**

**Summary of inspection evidence** 192 - 194

**Data and indicators** 195

## MAIN FINDINGS

### What the school does well

- The headteacher and deputy, together, provide good leadership and, with the active involvement of the school's governors, ensure the school is managed well.
- The school is very successful when compared to similar<sup>1</sup> schools. Standards achieved by seven year olds in reading, writing and mathematics are well above the average. Standards achieved by eleven year olds in mathematics and science are also well above the average; in English, standards are above average.
- Standards of teaching are good overall.
- Pupils develop very good attitudes; their behaviour is good; they are kind and courteous.
- Relationships within the school are very good.
- Provision for pupils with special educational needs is very good.
- The Nursery classes provide very good foundations for children's learning.
- There is an excellent range of extra-curricular activities.
- The school provides good value for money.

### Where the school has weaknesses

- I. At age 11, standards are below the expected levels in religious education, information technology and design and technology.
- II. Insufficient time is given to teaching religious education and some areas of information technology at Key Stage 2.
- III. The use of literacy skills in subjects other than English is underdeveloped.
- IV. Standards of handwriting and presentation are not high enough, especially at Key Stage 2.
- V. Marking of pupils' work is inconsistent and does not show them how to improve.

**Whilst the areas of weakness and unsatisfactory standards are of concern, the strengths of the school outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school. The school has recognised the weaknesses in information technology and is expected to remedy these in the very near future.**

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

The school has overcome all the weaknesses identified in the last inspection; all key issues have been resolved satisfactorily. The very good pastoral care the school provides for all its pupils remains a strength. Results of National Curriculum tests between 1996 and 1998, generally, remained well below the levels expected for seven year olds and below those expected for eleven year olds. However, in the academic year 1998/99, the school introduced new initiatives, such as preparing pupils for the National Curriculum tests, providing 'booster classes' and starting the Key Stage 1 tests after Easter, instead of earlier. These measures have been extremely successful in raising standards, particularly in science and mathematics at Key Stage 2. The school had set agreed targets for standards to be achieved in the Year 2000, but these have already been exceeded in 1999 and are to be reviewed. The school now has good systems in place for overseeing and measuring the success of its work. All staff are determined to build on the standards achieved in the 1999 National Curriculum tests. With these systems in place, the determination to raise standards further and the good leadership and management, the school is well placed for further improvement.

### Standards in subjects

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

This table shows the positive effect of the school's drive to raise standards and very good improvement since 1998. As examples, last year, the percentage of pupils achieving the expected standards in science was well below average and the percentage achieving the expected standards in mathematics was average compared to all schools. In English, the percentage of pupils achieving the expected standards has remained about average but, this year, is above average when compared to similar schools. Standards for seven year olds have also risen; as examples, when compared to all schools, the percentage of pupils achieving the expected standards in mathematics rose from well below average in 1998 to above average in 1999; in writing, the percentage of pupils achieving the expected standards rose from below average to well above average.

Inspection evidence shows that at the end of Key Stage 2, standards in religious education are below those expected by the agreed local education authority syllabus. Also at Key Stage 2, standards in design and technology and some areas of information technology are below the levels expected for the pupils' age. The main reason for the unsatisfactory standards is that insufficient time is given to teaching the subjects.

### Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science		Good	Satisfactory
Information technology		Good	Good
Religious education		Good	Unsatisfactory (not enough teaching provided)
Other subjects	Very good in promoting personal and social development.	Satisfactory in history, geography and music. Good in art, design and technology and physical education.	Good in physical education and satisfactory in all other subjects.

Very nearly all teaching (99.1 per cent) in the school is satisfactory or better and, of this, twenty three per cent of teaching is very good or better. Only one lesson observed was less than satisfactory. Teaching in the Nursery is very good and a strength of the provision made for the youngest children in the school.

*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 in the Nursery and Key Stage 1. Good in Key Stage 2. Pupils' courtesy to staff, each other and visitors is a noticeable feature of their behaviour. Pupils' behaviour around the large school is very good. Playground behaviour is good.
Attendance	Satisfactory, although absence rates are increasing due to families taking holidays in school time.
Ethos*	Very good. Pupils have very positive attitudes to their work. Relationships are very good. The school is committed to building on the much improved standards achieved this year.
Leadership and management	Good. The headteacher provides effective and sensitive leadership. Governors are very involved in the strategic management of the school. They are informed, supportive and execute their role with expertise.
Curriculum	Good for Key Stage 1 pupils. Unsatisfactory for Key Stage 2 pupils because they are not taught enough religious education, information technology and design and technology.
Pupils with special educational needs	Very good provision is made for pupils with special educational needs.
Spiritual, moral, social and cultural development	Good overall, with very good provision for pupils' moral and social development.
Staffing, resources and accommodation	Very good. A strength of the school is the number and expertise of the teaching assistants and nursery nurses.
Value for money	Good.

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

### The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>● Provides very good pastoral care for their children.</li> <li>● Provides an excellent range of dinner time and after school activities for all ages of pupil.</li> <li>● Has a very popular chess club.</li> <li>● Always takes suggestions seriously.</li> <li>● Encourages parents to be involved in the life and work of the school.</li> <li>● Staff are very approachable and helpful if there are problems.</li> </ul> <p>VI. Has a strong 'Friends' association.</p>	<p>would welcome will be covering</p> <p>like the opportu</p>

--	--

Inspectors entirely agree with parents' positive comments. The school feels that it provides parents with sufficient information but is considering more formal ways of letting parents know about work to be covered in classes. End of year reports are given out close to the end of term. Therefore, there is not much time for parents to discuss any concerns with their child's teacher.

## **KEY ISSUES FOR ACTION**

The headteacher, governors and teaching staff should:

- **Raise standards in religious education at Key Stage 2 by:**

- allocating the recommended time per week to teaching religious education in lessons rather than providing some of the teaching of religious education through assemblies;
- improving teachers' subject knowledge and confidence in teaching about faiths other than Christianity.

-

- *Paragraphs: 19, 45, 156, 185, 188, 190*

- **\*\* Raise standards in information technology at Key Stage 2 by:**

- building on the knowledge and understanding pupils gain in Key Stage 1;
- implementing the recently introduced scheme of work throughout the school;
- allocating sufficient time to teach, systematically, control technology, data handling and modelling aspects;
- improving teachers' knowledge of, and confidence in using, newly acquired software;
- providing more opportunities for pupils to practise their skills in the use of information technology in other curriculum areas.

-

- *Paragraphs: 17, 18, 44, 56, 168, 170, 173, 174*

\*\* The school has recognised this as an area for development and is currently setting up an information technology suite which is expected to be in use by December, 1999. Teaching assistants have received training. Teaching staff are expected to attend training in November.

- **Raise standards further in English by:**

- providing more opportunities for pupils to practise their literacy skills through other subjects;
- considering the use and purpose of work sheets so that they enhance and develop pupils'

literacy skills rather than constrain them.

- *Paragraphs: 12, 122, 127, 138, 160, 166*

- **Raise standards of handwriting and presentation by:**

- teachers setting higher expectations for the presentation of pupils' work;
- teachers and pupils, together, setting negotiated targets for improvement in pupils' handwriting and presentation of work;
- encouraging pupils to aspire to the standards achieved in their handwriting books in all their work.

-

- *Paragraphs: 11, 125, 133, 134, 139, 166*

- **Improve provision for design and technology at Key Stage 2 by:**

- providing both curriculum and teaching to ensure that most pupils can meet the expected requirements of the National Curriculum.

*Paragraphs: 21, 56, 150, 154*

- **Improve the quality of marking by:**

- ensuring consistency in all staff's approach to marking;
- ensuring that pupils are left in no doubt about what they need to do to improve when improvement is needed.

*Paragraphs: 53, 66, 142*

**In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in *paragraphs 14, 15, 93, 131, 132.***

- Promote the use of data handling in mathematics and other subjects of the curriculum.
- Ensure the school's prospectus meets statutory requirements when it is issued by including:
  - details of the school's current admissions policy;
  - details of alternative provision made for pupils who are withdrawn from religious education and collective worship;
  - rates of authorised and unauthorised absence;
  - results of National Curriculum tests for seven and 11 year olds.
- ensure the Governors' Annual Report meets statutory requirements by including:
  - information about the next election of parent governors;
  - a statement on progress in implementing the action plan drawn up following an inspection;
  - action on any resolutions taken at the last annual meeting.

# INTRODUCTION

## Characteristics of the school

1. Temple Sutton Primary School is a large primary school in Southend-on-Sea. It serves the families of a large local authority housing estate and a few privately owned houses. A few parents choose to send their children to the school from out of the catchment area. Pupil mobility is an increasing factor, particularly at Key Stage 2, as families move in and out of the area. It is not unusual for pupils to have attended several schools before arriving at Temple Sutton. Since the last inspection in 1996, the number on roll has risen by approximately 119 pupils and a considerable number of the senior management team have left the school for promotion or retirement in the past three years. Currently there are 649 pupils in the school, aged three to 11. There is a similar number of boys and girls. They come from a wide range of backgrounds. The school is in an area of high unemployment. The percentage of pupils eligible for free school meals is 28 per cent which is higher than the national average. One and a half per cent of pupils speak English as an additional language and are at a stage of developing their basic vocabulary. A quarter of the pupils are identified as having special educational needs, which is higher than the national average. Six pupils have statements of special educational need which is just below the national average. During inspection, there were 70 children under five attending part time in the nursery classes and 33 children attending full time in the reception classes. There are three admissions to the nursery per year. Children enter the nursery at age three and attend part time, either in the morning or afternoon, until they are nearly five. At this age they move to the reception classes and attend full time. Attainment on entry to the nursery is below the level expected, but, by the time children reach statutory school age, their attainment is generally in line with that expected for their age, but with a weakness in vocabulary skills.
2. The school's main aim is 'to have a happy, stimulating environment in which our children can thrive'. The school's own stated targets for improvement are 'to consolidate on the advances made in 1999 National Curriculum tests, continue to raise standards and achieve the national targets for 2002. Improve standards in information technology and ensure that all pupils' learning is supported and enhanced by the considerable developments within the subject and the introduction of the information technology suite. To continue to cater for the pastoral needs of all our pupils and provide many opportunities for building self-esteem both within and extra to the curriculum. To promote and expand the school's major role in the local community and further afield'.

### 3. 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	42	56	98

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	31	34	38
	Girls	48	50	53
	Total	79	84	91
Percentage at NC Level 2 or above	School	81 (58)	86 (79)	93 (69)
	National	79 (77)	83 (81)	86 (84)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	33	36	35
	Girls	50	49	50
	Total	83	85	85
Percentage at NC Level 2 or above	School	85(73)	87 (68)	87 (80)
	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	55	39	94

3. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	36	46	47
	Girls	28	29	37
	Total	64	75	84
Percentage at NC Level 4 or above	School	68 (62)	80 (59)	89 (43)
	National	70 (65)	69 (59)	78 (69)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	34	45	41
	Girls	28	30	32
	Total	62	75	73
Percentage at NC Level 4 or above	School	66 (➤)	80 (➤)	78 (➤)
	National	68 (65)	69 (65)	75 (72)

.....

1 Percentages in parentheses refer to the year before the latest reporting year.

2 Percentages in parentheses refer to the year before the latest reporting year

### 3. Attendance

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

		%
Authorised	School	5.3
Absence	National comparative data	5.7
Unauthorised	School	0.3
Absence	National comparative data	0.5

3.

3.

### Exclusions

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

	Number
Fixed period	1
Permanent	0

3.

### Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	22.9
Satisfactory or better	99.1
Less than satisfactory	0.9

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

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

#### **3. Attainment and progress**

4. National performance data for the years 1996 to 1998, which use pupils' average scores and compares them with national averages indicates that at Key Stage 2, even though results of 1998 were close to the national average, taking the three years together, standards in English are just below the national average. Results of 1999 National Curriculum tests show that standards in English remain close to the national average, but have improved when compared to similar schools where they are above average. From 1996 to 1998, standards in mathematics remained close to the average, but, in 1999, standards rose significantly to well above the average for all schools and similar schools. In science, from 1996 to 1998, standards remained well below average, but, in 1999, standards rose to above the average for all schools and well above average when compared to all schools. There is no significant difference between the performance of boys and girls in English and mathematics, but girls do slightly better in science.
5. At Key Stage 1, the national performance data for the years 1996 to 1998 show standards in reading and writing to be well below the national average. However, in 1999 there is a significant improvement; standards in reading are in line with the average for all schools and well above average compared to similar schools. In writing, 1999 results, again, show significant improvement; standards are well above the average for all schools and very high compared to similar schools. From 1996 to 1998, standards in mathematics were very low, but in 1999, standards have improved dramatically and are now above the average for all schools and well above average for similar schools. In 1998, standards in science were well below the average for all schools and below the average for similar schools. In 1999, standards in science improved significantly and are now in line with the average for all and similar schools. There is no significant difference between the performance of boys and girls in reading; however, in writing, girls do slightly better and, in mathematics, boys do slightly better.
6. These dramatic improvements in standards are the direct results of the school's drive, determination and provision to raise standards. Several initiatives were discussed in September 1998 and put in place in January, 1999. At both key stages, individuals and groups of pupils were targeted with extra support from teaching assistants to enable them to reach their potential. Booster classes were provided in mathematics and science for Key Stage 2 pupils. Pupils in Key Stage 1 were familiarised with testing procedures and testing was conducted after Easter, rather than before as had previously been the case.
7. When children start in the part-time nursery classes at age three and a half, attainment is below the level expected for their age. There is a significant number of children with speech and language difficulties. By the time children start full time schooling in the reception classes aged nearly five, attainment is generally in line with that expected except in the area of language and literacy where pupils have a weakness in vocabulary skills. This weakness has some effect on their work in mathematics and knowledge and understanding of the world because they do not have the correct words to apply to certain situations or ideas.
8. Throughout the school, pupils with special educational needs make at least good progress except in religious education, design technology and information technology at Key Stage 2 where it is unsatisfactory. The reason for the unsatisfactory progress is that there is not enough time given to teaching these subjects. In Key Stage 1, these pupils make very good progress because the



support given by the special needs teaching assistants is very good. Pupils are well supported with very appropriate individual education plans and work. Parents are involved as much as possible in their children's learning which helps them to make even better progress. The school places great importance on promoting pupils' self-esteem. Pupils with special educational needs have good self-esteem and have a very positive approach to all the tasks set them. Pupils with behavioural difficulties are well supported by proficient teaching assistants and, because they are helped to persevere with their work, generally make good progress.

9. Inspection evidence shows that, at the end of both key stages, standards in speaking and listening are in line with national expectations. Progress at both key stages is satisfactory and enhanced by the opportunities for speaking and listening in the literacy hour sessions.
10. In reading, standards are in line with national expectations at the end of both key stages. At Key Stage 1, pupils read confidently and accurately for their age. They use an appropriate range of strategies to help them read unknown words such as letter sounds and guessing the meaning of a word from picture clues. Higher attaining pupils read with expression and enthusiasm. By the end of Key Stage 2, most pupils read familiar words fluently, taking note of and making use of punctuation to provide expression in their reading. Lower attaining readers have good self esteem and appropriate texts. They use a variety of strategies to tackle new words. Some higher attaining pupils are developing the skill of 'reading between the lines' to understand the author's intentions. Most pupils have satisfactory library skills and can use a classification system to locate a book. There are limited opportunities for pupils to conduct their own research and develop study skills. Progress is good at Key Stage 1 where pupils have a great deal of support and encouragement from their teachers and teaching assistants and good parental involvement. At Key Stage 2, progress is satisfactory. Parental involvement in this key stage is not such a feature and there are fewer teaching assistants to help pupils practise their reading skills.
11. In writing, standards at the end of both key stages are broadly in line with national expectations. However, at Key Stage 2, standards in spelling and handwriting are below those expected. For example, many pupils in Year 6 are not joining their letters, or if they do, are not joining them correctly. Many pupils do not have a consistent and fluent style of handwriting. In most classes, pupils have handwriting books in which they practise their letter formation. The quality of handwriting in these books is generally at the standard expected but it is not reflected in the work they do in ordinary class work. Although pupils know how to use a dictionary to help them spell, a significant number of average and below average attaining pupils have not benefited from the recently introduced spelling policy and scheme of work. The content of pupils' written work in English is satisfactory. By the end of Key Stage 1, pupils know how to write a sentence and use capital letters and full stops appropriately. By Year 6, most pupils write interesting and well ordered stories, using a range of punctuation appropriately.
12. Progress in writing is good at Key Stage 1. Pupils are given opportunities to write in response to a variety of stimuli. For example, re-telling favourite stories or writing about their visit to the nearby park. Some pupils enter Year 1 with writing that is indecipherable but by the end of their time in Year 2, these pupils write simple sentences reasonably legibly. At Key Stage 2, progress is satisfactory. However, progress in writing is restricted by the lack of opportunities within other subjects and the literacy hour sessions to practise their writing skills. There is a tendency towards the over-use of work sheets which, generally, restrict pupils' opportunity for writing, particularly extended writing.
13. In mathematics, standards are in line with national expectations at the end of both key stages. By the end of Key Stage 1, the majority of pupils use and apply mathematics to solve problems and are developing an appropriate mathematical vocabulary. Higher attaining pupils are developing

their own strategies when using number patterns to solve problems. In mental mathematics, younger pupils count up to and back from 20 confidently. Older pupils in the key stage count in twos, fives and tens and have an understanding of place value to 100.

14. By the end of Key Stage 2, the majority of pupils have a good understanding of number work and show an understanding of place value of numbers up to 1,000. Most pupils' knowledge of fractions, percentages and decimals is well developed. The main weakness in Key Stage 2 is that standards in data handling are not high enough. For example in a Year 5 science lesson observed, most pupils had difficulty in making a simple block graph to show the hours of daylight per month.
15. Progress in mathematics is good at Key Stage 1 because pupils are set suitable work and moved on in their learning at a good pace. Higher attaining pupils are suitably stretched by the work set them. At Key Stage 2, progress is satisfactory. In this key stage, pupils are grouped according to prior attainment. However, within these groups, there are times when the higher attaining pupils are not set work to challenge them and they do not make the progress they could. Progress in data handling is unsatisfactory because there are not enough opportunities for pupils to practise their skills in other subjects.
16. In science, standards are in line with national expectations at both key stages. By the end of Key Stage 1, pupils have a basic understanding of the seasons, their five senses and can group materials into categories. Pupils are developing experimental and investigational skills appropriately but recording of their findings is often limited and does not always have the required scientific focus. At the end of Key Stage 2, pupils have developed their knowledge of human beings and their needs, life cycles and growth. Progress in science is good at Key Stage 1, the school has allocated more time to teaching the subject. Pupils are able to make predictions about the outcomes of new investigations based on their previous knowledge. Progress is satisfactory in Key Stage 2. Pupils have appropriate opportunities to carry out investigations and conduct set experiments but there is a variation in the structuring of this work. The variation means that in some lessons the scientific content and learning correct methodology are insufficiently emphasised.
17. In information technology, standards are in line with national expectations at Key Stage 1. Year 2 pupils use a word processing program appropriately to write their poems about autumn and write short sentences about their holidays. Most pupils have had experience in programming a small robot to perform set patterns of movement. At the end of Key Stage 2, standards are below those expected for their age, although pupils' attainment in the use of multimedia and in word processing is satisfactory overall. In word processing, pupils have satisfactory keyboard skills and can incorporate different fonts and colours into their text. Few pupils have a satisfactory knowledge or understanding of control technology, data handling and modelling programs.
18. During whole class lessons in information technology, progress is good at both key stages. Good progress is the result of good teaching with clear demonstrations. Overall, progress is satisfactory at Key Stage 1; pupils make good progress in whole class lessons but do not have enough opportunities to practise and consolidate what they have learned in these lessons. At Key Stage 2, progress is currently good in word processing but, overall, progress is unsatisfactory. Pupils do not have enough opportunities to learn about control technology, data handling and modelling programs.
19. In religious education, standards at Key Stage 1 are satisfactory in relation to the expectations of the local agreed syllabus. Pupils make good progress. By the end of Key Stage 1, pupils know a range of Bible stories and describe the important events in the life of Jesus. Pupils' awareness of

personal relationships is well developed. They show an encouraging understanding that people are different and yet have the same physical and emotional needs and that everyone is special. At Key Stage 2, standards are below those expected and progress is unsatisfactory. By the end of the key stage, pupils have a sound understanding of the basis of Christianity. The majority of pupils know that the Bible is divided into the Old and New Testaments. Pupils' knowledge of other faiths is unsatisfactory and has yet to be fully developed. The unsatisfactory progress pupils make at Key Stage 2 is attributable to the lack of time spent teaching the subject.

20. In both key stages, in history, geography, art and music, pupils are achieving at an appropriate level for their age and make satisfactory progress. Pupils make sound progress in developing the skills associated with the subjects. For example, enquiry skills in history; younger pupils make good comparisons between old toys and the materials they are made of, and modern toys. Older pupils know that findings from archaeological searches have had a significant impact on what we know about civilisations such as the Ancient Egyptians. In geography, younger pupils make sound progress in learning basic mapping skills by drawing their route to school or around Priory Park. Older pupils develop these skills to include a 'key'. In art, pupils experience a good range of media, including paint, clay, pastels and textiles and use these to advantage in their work. Older pupils improve their accuracy and detail in designs. They develop a sound understanding of how the period in which a painter lives influences their work. It is evident that there is a strong tradition of music in the school and that pupils enjoy their musical experiences. In the two music lessons observed, pupils made satisfactory progress in singing and listening to music. Younger pupils know and enjoy practising a repertoire of songs; older pupils know and use an appropriate musical vocabulary.
21. In design technology at Key Stage 1, pupils make good progress and achieve high standards. They experience a good range of designing and making activities. They select well from a range of materials. They show increasing skills in using appropriate tools and joining systems to make models or collages. In Key Stage 2, pupils had insufficient design technology lessons in the academic year 1998/99 and consequently made unsatisfactory progress. It is planned for more designing and modelling work to take place in this current academic year.
22. In physical education, pupils make good progress at both key stages. The school has its own swimming pool which is used very efficiently during the summer term. Consequently, standards in swimming are generally good. The provision the school makes for swimming, gym clubs and residential trips plays a significant part in the standards pupils achieve.
23. The last inspection in 1996 found '... pupils' attainment overall is in line with national expectations'. However, the National Curriculum test results for that year (1996) showed pupils' attainment at Key Stage 1 to be well below the expected standards in reading, writing and mathematics. At Key Stage 2, standards were just below the national averages in English, but well below in mathematics and science. Results of 1999 National Curriculum tests, show a tremendous improvement; standards at Key Stage 1 are now close to the national average in reading, above in mathematics and well above average in writing. At Key Stage 2, standards in English are in line with the national average, in mathematics well above and, in science, above average.

23.

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

24. Pupils' attitudes are very good around the school and in the play ground. In lessons, pupils show positive attitudes towards their work. Pupils' positive attitudes, their kindness to others and very good relationships were noted in the last inspection and remain a feature in the school.

25. The behaviour of children under five during lessons is generally very good. Children's personal and social development is also very good. Although a few children find it difficult to sit still and pay attention to their teacher, most listen well and remain focused on their work for the required periods. Children will readily take turns to play with the toys and will help one another when playing games. Children in the nursery have good attitudes towards their play activities; for example, they show good concentration when making a fruit salad. Children in reception are eager to please and willingly volunteer answers to questions about the childhood photographs of members of staff. They are very keen to demonstrate what they know. They walk sensibly to the hall for physical education lessons and sit sensibly during a special birthday assembly. They are respectful to others and will often say "please" or "thank you" after they are given their milk. The very good attitudes and behaviour seen reflect the excellent role models provided by the staff in the nursery and reception.
26. Children in the early years and in Key Stage 1, establish very effective relationships with adults and other children, develop self-confidence and a positive approach to their learning. The building of good relationships in the early years has a very positive effect on pupils as they move through the school. Older pupils are confident and secure and this results in good individual learning attitudes and general respect for others and their work. Relationships are very good.
27. Pupils' courtesy to staff, each other and visitors is a noticeable feature of their behaviour. Generally, pupils move around the large school sensibly and considerately. They line up for dinners sensibly and, given the number of pupils involved, dinner times are sociable occasions. Pupils treat school property and the premises with respect. Resources such as computers and musical instruments are handled with care. Behaviour in the playground is good. During the inspection, no incidences of bullying were noted. In discussions with pupils, they know that bullying is unacceptable and know that, should problems occur, their concerns will be dealt with quickly.
28. At Key Stage 1, behaviour is very good. At Key Stage 2, behaviour is good. At Key Stage 1, class numbers tend to be smaller and the number of adults working in classes generally higher than at Key Stage 2. This adult to pupil ratio is an important factor in the standards of behaviour achieved in the school; pupils who need support to enable them to behave acceptably are well catered for. At Key Stage 2, there is a significant minority of pupils, mainly boys, whose behaviour, at times, is unacceptable. There is not such a high number of adults working in Key Stage 2 classrooms, especially in the afternoons, therefore pupils with behavioural difficulties are not as well supported as in Key Stage 1. Although teachers have very good management strategies, there are times when the behaviour of a few disrupts the learning of many.
29. There has been one fixed-term exclusion in the past year. An exclusion is exceptional for this school which prides itself on using exclusion only in extreme cases; previously there had been only one exclusion in ten years.
30. The school has a good behaviour policy which is implemented well by teachers and pupils and reflects the caring philosophy which pervades all aspects of the school's work. The family atmosphere, which was recognised in the school's last inspection report, continues to be a strength of the school and relationships are very good.
31. At both key stages, personal development is good. Pupils continue to have some opportunities to take responsibility for aspects of their work and make valued contributions to the community life of the school. Younger pupils carry out their duties of returning registers to the school office sensibly. However, as noted in the last report, the highly structured approach to pupils' learning, whilst having very positive benefits for many pupils, does restrict some aspects of personal development and creative opportunities. For example, pupils are expected to complete many work sheets in various subjects which, at times, restricts their opportunities for practising their

recording or creative writing skills. There are few opportunities for pupils to carry out individual research on given topics.

31. **Attendance**

32. Attendance is satisfactory. The attendance of pupils has deteriorated since the last inspection, but it is still in line with the national averages. However, at the end of three weeks into a new school year, already the equivalent of fifty-four weeks of schooling have been lost because some parents take their children on holiday during term time. This has a negative impact on the progress and attainment of those pupils who miss school and on the school's attendance figures. There has been an improvement in the already low unauthorised absence figure since the last report. The figure is below the national average. The unauthorised absence figure is due to parents allowing their children to be absent for no justifiable reason. There is no evidence of truancy.

33. Registration is taken quickly and efficiently. Lessons generally begin on time and pupils report that they enjoy coming to school. There are examples of good use of registration time with pupils practising mental mathematics using attendance and absence figures. This has a positive effect on pupils' progress.

## **QUALITY OF EDUCATION PROVIDED**

33. **Teaching**

34. Overall, the quality of teaching is good and a significant strength of the school. Fifty nine per cent of teaching is either good, very good or excellent. Forty per cent of teaching is satisfactory with under one per cent unsatisfactory which represents only one unsatisfactory lesson observed during the inspection. Very effective teamwork is an underlying strength of the teaching throughout this large school. This team work exists not only between teachers but includes the very proficient nursery nurses, teacher assistants and special needs teacher assistants; such team work benefits pupils and teachers alike and has a significant impact on the sound progress pupils make. For example, year group planning ensures that all pupils have similar work and teachers help and support each other using their individual strengths to advantage. All support staff are very clear about what is expected of them in lessons and in supporting individual pupils. For example, the support given by knowledgeable teacher assistants in literacy hour group work sessions is most effective in enabling pupils of all abilities and attitudes to make good progress at Key Stage 1 and satisfactory progress at Key Stage 2.

35. The quality of teaching has been maintained since the last inspection of 1996. In Key Stage 2, the overall quality of teaching has improved as there is no poor or very poor teaching.

36. The quality of teaching for children under five is good, overall. A strength in the school's provision for children under five is the excellent working partnership between teachers, teaching assistants and nursery nurses. This partnership is very effective and has a major impact on the progress children make, especially in their personal and social development. All staff set very high expectations for children to work and behave well together, consider the feelings of others and to clear up and tidy away responsibly.

37. Teaching for the younger children under five in the part time nursery classes is, overall, very good. Teachers' planning is very good with a strong and successful emphasis on nurturing children's personal and social development. Assessment procedures are excellent. The information gained

from this assessment is used efficiently to plan the next sessions and set individual learning targets for children. Teachers set very high expectations for all children in both their work and behaviour. As a consequence, children make very good progress in their personal and social development in areas such as making choices, taking care of equipment, clearing up and tidying away. They learn to take turns, listen attentively and apply themselves to their work and stay with a task until they finish. Children develop very positive attitudes towards learning; they are well prepared to take advantage of their full time schooling.

38. Teaching for the older children under five in the full time reception classes is, overall, good. Teachers' planning is good, although teachers' expectations for higher attaining children vary between lessons and classes. Progress for the majority of children in the reception classes is generally good. However, at the start of the term, during the inspection, there were instances where higher attaining children did not make the progress they could because they were not given work to move them on at a faster rate.
39. At Key Stage 1, all teaching is satisfactory or better; 70 per cent of teaching is either good or very good with the remainder satisfactory. At Key Stage 2, 47 per cent of teaching is either good, very good or excellent, 51 per cent is satisfactory and two per cent is unsatisfactory. The unsatisfactory teaching occurred in only one lesson because the work set for pupils was not suitably matched to their level of understanding.
40. In the nursery, teachers have a very good understanding of how to encourage and develop basic literacy skills such as listening to stories, sharing books. In the reception classes, teachers have a good knowledge of how to develop these basic literacy and numeracy skills. For example, they have good strategies for teaching pupils to remember the words associated with the names of the characters in the reading scheme. At Key Stage 1, teaching in English is mostly good with a few very good lessons observed. At Key Stage 2, teaching in English is, overall, satisfactory, although it is good or better in 37 per cent of lessons. At both key stages, teachers have good subject knowledge. Teachers make good use of the National Literacy Strategy framework to plan their work well. They have a good understanding of how to organise all the elements for an effective literacy hour. The most productive lessons are those where the teacher has clearly identified what it is that each group is expected to learn in the lesson, rather than just listing the activities to take place. There are instances where there is an over-reliance on completing worksheets at the expense of encouraging pupils to record their own work and practise their writing skills.
41. In the nursery, teachers have a very good understanding of what and how to teach to encourage and develop children's mathematical understanding. Provision and teaching are very good; many opportunities are provided for children to use sand and water 'play', sing counting songs and recite number rhymes. All nursery staff focus on developing children's mathematical vocabulary and do this well. In the reception classes, teaching is good.
42. At both key stages, all teachers have made a very good start on introducing the 'numeracy hour' as recommended in the National Numeracy Strategy. In mathematics, teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers have good subject knowledge. Within both key stages there is very good teaching. At Key Stage 2, one excellent lesson and one unsatisfactory lesson were observed. In the very good and excellent lessons, teachers set very high expectations, moved their lessons on at a good pace and made very good use of questioning to make pupils think. In the unsatisfactory lesson, the task expected of pupils was not well matched to their understanding and previous knowledge. At Key Stage 2, from Year 3 onwards, pupils are grouped according to mathematical ability. In these groupings there are lessons where higher attaining pupils are not set work to match their capabilities and, therefore, they do not always

make the progress of which they are capable.

43. In science, teaching is good at both key stages. Teachers have good subject knowledge and plan appropriate work. However, there are times when the actual scientific content of the lesson is not sufficiently identified and reinforced. Within their lessons, teachers make good use of oral work to develop pupils' scientific vocabulary.
44. In information technology, teaching is good, overall, in both key stages. The best teaching is when teachers teach their whole class; in these lessons, teachers show good subject knowledge and give good demonstrations for pupils to follow. Throughout the school, although teachers' subject knowledge is at least satisfactory, some lack confidence in the use of the newer software programs. The unsatisfactory standards achieved and the unsatisfactory progress over time made by pupils is attributable to the lack of time allocated to the teaching of specific areas of information technology, such as data handling and modelling, rather than the quality of teaching within the subject.
45. In religious education, in lessons observed, teaching was at least satisfactory with some very good lessons seen. Teachers at Key Stage 1 have good subject knowledge, but, at Key Stage 2, subject knowledge is unsatisfactory in terms of being able to support pupils' discussions about other faiths. As with information technology, the unsatisfactory standards achieved and progress made by Key Stage 2 pupils is mainly the result of insufficient time allocated to the teaching of the subject rather than the quality of teaching.
46. In art, teaching is never less than satisfactory and often good or better. In the best lessons, teachers set high expectations and use appropriate subject vocabulary consistently. In history and geography, teaching is satisfactory with an appropriate emphasis placed on developing pupils' understanding of the basic skills associated with the subjects such as mapping skills in geography and enquiry skills in history. Design technology was not taught during the inspection. In music, only two lessons were observed and, in these, teaching was at least satisfactory. In physical education, teaching is good; teachers demonstrate enthusiasm for the subject and in the best lessons, very good use is made of demonstrations to raise standards. The time given by teaching staff to organise and run residential visits and school clubs for pupils has a considerable impact on the standards attained by pupils. The school has its own swimming pool and makes effective use of the services of a qualified swimming instructor. These factors contribute to standards of swimming that are above those expected for pupils' ages.
47. All teachers set high expectations for good behaviour within their classes and manage their pupils well. Teachers have good strategies for coping with pupils with behavioural difficulties so that, in the main, the learning of the majority of pupils is not affected by the unacceptable behaviour of a few. In the best lessons, regardless of subject, teachers set high expectations for pupils to work to their potential. However, teachers' expectations for pupils to present their work to the best of their ability are not high enough, especially in the case of higher attaining pupils.. Standards of presentation are generally not a true reflection of pupils' ability.
48. Throughout the school, planning is good. Teachers work very well together to ensure that pupils in the same year groups have similar work. Lesson planning usually contains clear statements of what pupils are expected to learn. The best lesson planning for numeracy and literacy sessions also includes such statements for groups of pupils.
49. Teaching, generally, meets the needs of all pupils. Teaching for pupils with special educational needs is good. The school has very good procedures for identifying pupils with special

educational needs. These procedures ensure early identification of a pupil's difficulty and effective action is taken quickly. Parents are fully involved in drawing up and reviewing their child's individual education plan. Key features of the very good provision for pupils with special educational needs are the well qualified special educational needs co-ordinator and the proficient special needs teacher and teaching assistants. Individual education plans are good and for pupils with more complex difficulties, very good. There is very good liaison between the special educational needs co-ordinator, class teachers and teaching assistants. This liaison ensures that the specific needs of pupils are known by all and support given where appropriate, which promotes at least good progress.

50. All teachers use a good variety of teaching methods, including whole-class and group work. They give clear introductions to their lessons followed by well organised and resourced group work. All teachers have a good understanding of the methods and organisation to deliver a 'literacy hour' and 'numeracy hour'. No time is wasted; transition from one part of the lesson to the next is smooth. Teachers and teaching assistants work very well together to ensure that group work is a profitable experience and that pupils do not waste time. In nearly all lessons the pace is just right to allow pupils time to grasp new ideas and practise and consolidate previous learning. There are instances in mathematics lessons where the pace is not rigorous enough in order to move pupils on in their learning at a faster pace.
51. Resources for lessons are always well prepared, appropriate and used to advantage. Good use is made of mathematical games for younger pupils. Teachers in Key Stage 2 do their best to provide suitable enlarged texts for all pupils to read during the literacy hour but there are some pupils on the edge of the whole-class group who still find it difficult to read. In some subjects, there is an over-reliance on work-sheets which results in pupils focusing on completing the worksheet rather than completing their own writing about the subject.
52. Throughout, relationships are very good, based on care and mutual respect. Teachers know their pupils' strengths and weaknesses well and have a good rapport with their pupils. Teachers pay particular attention to developing pupils' self-confidence and self-esteem.
53. The quality of marking of pupils' work is inconsistent across the school. In lessons, teachers usually give good feedback to pupils about their work and how they might improve. However, in their marking, teachers do not, as a rule, indicate to pupils how they can improve the content or presentation of their work.
54. Homework is used effectively. Younger pupils learn spellings, continue interest based research and take reading books home to share with their parents. Older pupils learn spellings and multiplication tables. Year 5 and 6 pupils complete or prepare work at home for lessons.
55. Part of a key issue identified in the last inspection was to '... make the quality of teaching more consistently high'. The school has been successful in achieving this aim.

55. **The curriculum and assessment**

56. The school provides a broad and balanced curriculum that meets statutory requirements in most subjects, but there are weaknesses in the provision for information technology, religious education and design and technology. This results in standards being below those expected for eleven year olds because pupils make unsatisfactory progress in these subjects at Key Stage 2. Pupils have not systematically been taught to use computers for modelling and controlling devices and for



compiling and using data. Insufficient time has been allocated to teach religious education at Key Stage 2, although there is a scheme of work which indicates planned opportunities. Similarly, the lack of time allocated to design and technology last year has resulted in pupils not receiving teaching in all areas required in the National Curriculum programme of study. Apart from the areas of design and technology, religious education and information technology, the curriculum reflects the aims of the school and is relevant to pupils' needs. Although the curriculum time allocated for Key Stage 2 is slightly below that recommended, sufficient time is given each week to the other subjects with a particular focus on literacy and numeracy. The 'literacy' and 'numeracy hours' are now well established and form the focus of the morning's teaching in the school. Older pupils in Key Stage 2 are taught in ability groups for English, mathematics and science and this is enabling teachers to target work more specifically to their needs.

57. The school has progressed towards developing a detailed and effective system of planning the curriculum since the last inspection. The curriculum for children under five is good, overall. In the nursery, it is excellent and based on the national desirable learning outcomes. The planning for building on what pupils already know to enable them to make good progress is very good in the nursery. The curriculum provides a very broad and diverse range of experiences. Links with the reception classes are very effective and pupils are well prepared for the next stage of learning. Children in reception classes follow the National Curriculum and planning for continuity in their learning is good.
58. At both key stages, all subjects now have schemes of work. Some of them are being tried before being reviewed and amended in the light of government proposals, for example, geography. The information technology scheme of work is being developed to meet the requirements of teaching and learning when the new computer suite will be in use. Currently, it is appropriate for this term's work. Others, like science, are published schemes which have been adapted to meet the specific needs of pupils in the school. For literacy and numeracy, the national schemes have been adopted.
59. The schemes of work form the basis of the medium term plans and teachers in each year group meet together every week to plan their work from these schemes. This activity is an important and productive part of the school's planning process and results in good planning which ensures that pupils make at least sound progress and build on prior learning. It also ensures that all pupils within the same year group receive a similar experience. Lesson plans, in most cases, identify clear learning objectives and sometimes these are shared with the pupils.
60. The school is committed to providing full and equal access to the whole curriculum for all its pupils. Children under five and pupils in Key Stage 1 have good access that is supported by proficient support staff. This support continues at Key Stage 2 and pupils' access is satisfactory. Although Key Stage 2 pupils are set for mathematics, some teachers do not plan to meet the varied needs of pupils within these groups and consequently, the higher attaining pupils are not being sufficiently challenged. The school has a minority of pupils with English as an additional language. Their needs are assessed satisfactorily but curriculum plans do not indicate how these needs will be met. Also, pupils do not always attend assemblies, but take turns to remain in the class to work on the computers or work with a classroom assistant on literacy activities. Pupils who are identified as having special educational needs are well provided for. Their individual education plans are good, with appropriate targets set for improvement which suit the needs of the individual. There are appropriate criteria for measuring success in meeting these targets.
61. The curriculum prepares pupils well for their next school. Good liaison with the local secondary schools exists and this supports a continuity in pupils' learning. Pupils' intellectual and physical needs are properly developed through the curriculum and through an excellent range of extra-

curricular activities. Sex education is taught to older pupils in line with guidance recommended by the Department for Education and Employment. Also, pupils in Year 6 are taught a series of lessons on drugs and their misuse.

62. The quality and provision of extra-curricular activities is excellent and makes a positive contribution to pupils' social development and their attitudes to learning. Many teachers are involved and provide a wide range of activities for both Key Stage 1 and Key Stage 2 pupils. Sports such as football, netball, hockey and gymnastics are available and these activities support the success that the school achieves in local competitive sporting events such as the Southend Football Championships. Pupils' creative skills are developed through the provision of a drama workshop, keyboard and guitar clubs and their academic skills are furthered in the writers' workshop. A feature which impacts significantly on the life of the school is the provision of a range of chess clubs. In this area, the school has received national recognition through winning the Under 11 Championship. Pupils' responses to all these activities are very good and help to increase their self-esteem and confidence. The curriculum is enriched by a good range of educational visits, for example to Colchester Castle and the British Museum. Pupils in Year 5 and 6 are given the opportunity to experience a residential visit and these are well supported.
63. The school has recently developed a comprehensive policy for assessment that outlines clear procedures and expectations, but insufficient time has passed for the impact of these to be known. Currently, staff assess pupils in a variety of ways either to identify levels of attainment or specific individual needs. The standardised tests that the school administers - baseline assessments, statutory tests at seven and eleven and optional tests for Years 3, 4 and 5 - give a clear picture of attainment as a pupil passes through the school. This information is used, for example, to group pupils in Key Stage 2 for English, mathematics and science. However, the school is at the early stages of using this information to track pupils' progress systematically over time and set individual targets for improvement. The school has recently improved its standards by, for example, recognising those pupils who, with additional support, could attain the national level for their age and by providing booster classes.
64. Assessment procedures in the nursery are excellent and very extensive. In the reception classes, procedures are good. Information from assessment procedures in the nursery is used efficiently to inform planning and establish individual learning targets. In the reception classes, higher attaining children are sometimes insufficiently challenged by the work provided for them.
65. At both key stages, assessment, and the use of it to inform curriculum planning, is satisfactory. Teachers keep a record of pupils' attainment in a range of subjects. Each year they complete the Teacher Assessment Summary Document that indicates the National Curriculum level for each pupil in all subjects apart from religious education. Pupils also have a folder with samples of work but, as these are often not annotated or dated, it is difficult to assess progress over time. Procedures for the identification, assessment and review of pupils with special educational needs are very thorough and effective and meet the requirements of the Code of Practice. Currently, special needs teaching assistants keep on-going notes of specific pupils' responses in whole-class sessions. These notes, although useful, are not sufficiently quantifiable to help teachers in their planning of future work. The special educational needs co-ordinator is aware of the need to improve on this aspect of assessment.
66. Certificates are awarded for significant achievements in the academic, behavioural and social field. Pupils value these but it is not obvious how these can be used to track progress over time. Brief guidance is given on marking in the Feedback Policy, but it does not really set clear standards or indicate the importance of marking pupils' work. Also, there is guidance given for marking literacy work. In a few instances, teachers mark pupils' work by giving supportive

comments and indicating how they could improve, but, overall, marking is unsatisfactory. Also, clear standards are not set on how pupils should present their work and here, again, a significant number of pupils' work is ill presented. Some targets are indicated in English books, particularly for lower attaining pupils, but some of the pupils cannot read the targets and do not understand how they could improve.

67. Since the last inspection, the school has made satisfactory progress towards addressing the key issue of '... establishing procedures and systems for assessment of pupils' achievement'. This has contributed to the raising of standards, particularly at Key Stage 2.

67. **Pupils' spiritual, moral, social and cultural development**

68. Overall, provision for pupils' spiritual, moral, social and cultural development is good. At the time of the last inspection, the school was reported as placing great importance on these aspects of pupils' development, and this is still the case. Parents are justified in their confidence in this area of the school's provision.

69. Provision for spiritual development is good. The calm, peaceful atmosphere that has been created in the school effectively supports pupils' spiritual development. It is nurtured in assemblies, in circle times, in religious education lessons and in the opportunities for reflection and prayer which form part of the daily act of collective worship. In other areas of the curriculum, such as art, music, dance and English, there are suitable opportunities for pupils to reflect on their personal experiences. Good examples of this were seen in displays around the school, as, for example, in the poetry Year 6 pupils have written in response to a pebble-collecting visit to the beach. The school's art gallery provides pupils with opportunities to reflect on the works of famous artists such as Van Gogh and Lowry. Pupils are given many opportunities to reflect on feelings in many situations. Year 5 pupils, for example, consider the responses of different people to bullying.

70. Provision for moral development is very good and a strength of the school. The strong ethos of the school, which stresses respect for self and for others, provides an effective focus for pupils' moral development. Values are fostered through the caring and supportive relationships which exist between staff and pupils and by the very good example set by all who work in the school. The importance of truth and justice is communicated through the evident concern the school community has for them. The school's aims and behaviour policy underpin moral development and pupils are taught the difference between right and wrong. They are appropriately praised and rewarded for their good behaviour and work and are made aware of the consequences of inappropriate behaviour. The school's behaviour policy is consistently applied in the classrooms, in the playground and as pupils move through the building. A structured personal, social and health education programme is successful in providing opportunities to discuss moral issues such as friendship, sharing, bullying and the effects of drugs. Pupils are learning to make informed decisions and choices. They understand that bullying will not be tolerated and know what to do if they have any concerns.

71. Provision for social development is very good and is also a strength of the school. The school actively promotes the development of good social skills. This is illustrated by the positive and happy way that pupils work and play together. The ethos effectively promotes good social interaction and equality of opportunity. Older pupils in the school are made aware that they must provide good examples for those who are younger and they respond to the needs of their peers thoughtfully and sympathetically. Year 6 pupils, for example, help to look after younger ones at wet playtimes and ensure that pupils pass through the school in an orderly and safe manner. Pupils with special educational and physical needs are encouraged to play a full part in the life of the school. The religious education programme and circle times positively enhance social

development, through, for example, discussions on friendship. Suitable opportunities are provided for pupils to appreciate and to contribute to the community in which they live. Local studies, taking part in the discussions on how to improve the local area and taking part in inter-school competitions are some good examples of this provision. Chess is given a high profile in the school and enhances pupils' social development both in school and when they travel to many venues around the country. The school choirs are given opportunities to sing at homes for the elderly and in charity events in the town centre. Pupils are also offered opportunities to contribute to the wider community through supporting charities such as the Chronic Granulomatous Disorder Research Trust and the Great Ormond Street Hospital. They are also given opportunities to develop a sense of citizenship and are actively encouraged to care for the environment as, for example, in their involvement in recycling projects. These, together with shared year-group assemblies, public performances and residential visits, contribute strongly to this area of pupils' development. The strong commitment to work and partnership between members of staff effectively promote constructive social and working relationships amongst pupils.

72. Provision for cultural development is satisfactory. Pupils are encouraged to appreciate and develop their knowledge of British culture and traditions, for example, through visits to places of historical interest such as Priory Park, Saffron Walden and Oaklands. The school makes effective use of visiting speakers as, for example, representatives from Christian churches and performers on Victorian Day and of Poetry and Book Weeks to further support this provision. Commitment to pupils' cultural development is evident from displays around the school. The main weakness in this provision is that there are insufficient well planned opportunities for pupils to understand and appreciate the diversity and richness of other cultures and faiths through the religious education programme and assemblies. Work on major faiths and traditions, celebration of festivals and visits to different places of worship is still a developing area of the school's provision.

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

73. The school has maintained the high standards of care since the last report. Overall, the school's provision for pupils support, welfare and guidance is good. There are strengths and weaknesses within this provision. Parents speak highly of the levels of pastoral support available to their children, especially those with special educational needs. They feel that they are well informed about their children's progress and personal development. There are sound procedures in place to ensure a smooth transfer through the different phases of education.
74. The nursery and reception classes have adopted clear and sensitive procedures to ensure that children are given excellent support and guidance from the moment they arrive in the school. This is a strength in the provision for under fives at the school. There are well-established routines in the nursery for new children to ensure that they have a secure start. Home visits are made and there is effective liaison with support agencies when children may need specialist help. The very good and often excellent monitoring of children's academic, social and emotional development, particularly in the nursery, supports their progress well.
75. Procedures for monitoring pupils' academic progress and personal development in the school and in the nursery are very good. This is a strength of the school. Academic progress and personal development are monitored informally on a day to day basis by support staff making informal notes which are then used to provide academic and pastoral support. Teachers make effective use of questions and answers to assess pupils' knowledge and understanding. Academic progress is also monitored through the information gained from parents during parent teacher consultations and the results of testing. Monitoring of pupils' personal development is also very good. Staff know pupils well and use this knowledge to provide support on a daily basis. The rewards and sanctions policy is used by staff to monitor pupils' personal development. The monitoring of

pupils with special educational needs is also very good. Special educational needs teaching assistants provide group support during the literacy hour and other lessons. They monitor the progress that pupils make towards the targets on their individual education plans. Progress towards meeting the targets is reviewed by the special educational needs co-ordinator and the class teacher.

76. The school has access to and makes good use of outside agencies to support pupils, including a social worker who visits every two weeks to provide support for pupils and their families.
77. The school's procedures for promoting discipline and managing behaviour are very good and are a strength of the school. The school promotes self-discipline which is re-enforced by the behaviour and discipline policy. The behaviour policy is built on an expectation of good behaviour and pupils sign an agreement with the school. This is effective and pupils respond well to the high expectations set by staff. Pupils understand the rewards and sanctions policy. They are awarded stamps and stickers for good work or good behaviour and these are exchanged for bronze, silver and gold certificates. Pupils take great pride when they are presented with certificates at the weekly achievement assemblies. There are no central records of serious incidents. The school is pro-active in dealing with any bullying incidents. Pupils report that they feel safe in the school. Parents and pupils report that bullying is not a serious issue in the school because staff always take action.
78. Procedures for monitoring and promoting attendance are unsatisfactory. The school does not contact parents on the first day of absence if they do not know the reason for a pupil's non-attendance. The headteacher reports that he makes home visits if he has any concerns. The school is rigorous in following up the reason for absence, once a child has returned to school. Where there is parent-condoned absence, the school works with the educational welfare officer and there are occasions when court action is taken. The school has taken a decision not to record pupils who arrive late for school in a 'late book'. Late marks are not generally recorded in registers. In some registers a few pupils are not marked as absent or present. This is a health and safety issue, for example, in the case of a fire. **NB** Before this inspection report was published, the school had introduced, and was using, a 'late book', so the health and safety issue was resolved very effectively. Unauthorised absence is reported on pupils' annual reports. The possible attendance and the number of absences are not reported to parents.
79. Overall, procedures for child protection and health and safety are good. Procedures for child protection are very good and procedures for health and safety are satisfactory. The head teacher is the named person for child protection and has received appropriate training. There is a high awareness among all staff of child protection issues. Any concerns are recorded and staff follow the local education authority guidelines. First aid boxes are sufficient in number and content and procedures for dealing with accidents are very good, with all incidents recorded. Procedures for health and safety are satisfactory. Staff record when medicines are dispensed. The headteacher, caretaker and surveyor from the local education authority make regular risk assessments of the building. Work is then prioritised. Fire equipment is tested regularly. However, portable appliances have not been tested in line with statutory requirements; before the inspection report was published, contracts were signed for testing to take place. The caretaker has received training to ensure that chemicals for the swimming pool are stored and used safely

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

80. Overall, partnership with parents and links with the community are very good. This is a strength of the school. A weakness identified in the last report was that not all pupils' annual reports met

legal requirements. The school has successfully addressed this issue and the reports are now informative, they state what pupils know, understand and can do and, there are clearly identified targets for improvement.

81. The information supplied to parents is good. The school and the nursery provide parents with a wide range of pastoral and academic information. Parents are generally happy with the information the school provides. Parents have the opportunity for termly parent/teacher consultation evenings and, in addition, the school operates an 'open door' policy. Parents report that the school is approachable and they value the many informal opportunities when the head teacher and staff make themselves available. Some parents said they would like to receive their child's annual report in time to discuss any concerns before the end of the summer term. Both the nursery and the main school provide parents with the opportunity to attend literacy workshops to enable them to become more involved in their children's learning. These are well attended and much appreciated by parents. The governors' annual report to parents and the prospectus are informative and easy to read but do not contain all the statutory information. There is a range of newsletters which provide parents with information on what is happening in the school. However, there is no consistent and formalised system providing parents with information on the topics their children will be studying. Some parents felt that such information would help them even more in supporting their child's learning at home.
82. Parents' involvement in their children's learning is very good. The hard working 'Friends of Temple Sutton' raise a substantial amount of money each year, part of which is used to maintain the swimming pool. The association is professionally run with elected officers and audited accounts. They organise a range of fund-raising activities and social events. Fund-raising events are well supported financially by parents and the local community. Parents of pupils with special educational needs are fully involved in their children's learning and work with the school in supporting the progress their children make towards the targets in their individual education plans. Parents discuss with teachers the progress which all children make towards the targets identified on pupils annual reports. Parents are involved in their children's learning through homework and hearing their children read at home. Parents help regularly in the class room, with swimming, making resources and on trips. During a science lesson at Key Stage 1, three parents were working under the direction of the class teacher with small groups of children. The parents were recording observations of academic and pastoral progress, which were then used by the class teacher to inform planning. This has a very positive effect on pupils' attainment and progress.
83. Links with the community are very good. The school regards itself as a community school and has invested much time and effort in developing links with the community. This has proved to be very successful, particularly in forming business links which support the curriculum. Pupils visit the local Supermarket, where they are taken on a behind the scenes tour to see how food is kept frozen; they look at the cold room and are given information on exotic fruits. There are many links with sporting clubs and Southend Football Club regularly provide the school with free tickets for their matches. The local policeman and the consortium social worker support the personal and social education programme. The school choir entertains senior citizens and they sing carols in the High street to raise funds for United Nations Children's Fund (UNICEF). Produce from Harvest Festival is given to the Women's Refuge; giving this has a positive effect on pupils' self-esteem. There have been speakers from the post office, Royal National Lifeboat Institution (RNLI), Red Tail Falconry Group and regular visits from The Tempus Fugit History Theatre to support topic work. There are a number of after school activities which support the physical education of pupils that are organised by staff and volunteers. Visits have included the local park, the post office, Wat Tyler Country Park, Hockley Woods, Southend Planetarium and library. These visits have a positive effect on pupils progress. Pupils in Year 5 and 6 each enjoy a residential trip which has a significant effect on their personal development. The speakers who visit the school, the trips pupils make and the significant business links which enhance and support the curriculum, all have

a positive effect on pupils attainment and progress and their feeling of being an important part of their community.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

84. The headteacher provides effective and sensitive leadership. He has a very clear sense of purpose for the school in its pastoral role and its role in the community it serves. He provides good educational direction for the development of the school. The recent initiatives he has introduced have had a definite and positive impact on raising standards, especially in mathematics and science. His innovations and leadership have been fully supported and appreciated by the governing body, staff and parents; for example, the strategic leadership demonstrated in raising standards of attainment in both key stages. These initiatives and strategies were very important factors contributing to the much improved standards achieved in the 1999 National Curriculum tests and tasks.
85. The headteacher and deputy headteacher work well together and have complementary skills. Both are very supportive of staff and are fully aware of the need to maintain the recent standards achieved. The headteacher often teaches classes when their teacher is ill and monitors all teaching at Key Stage 2, therefore he has a very good overview of the whole school with a particular focus on Key Stage 2. The deputy headteacher teaches classes to enable subject co-ordinators to have non-contact time and monitors all teaching at Key Stage 1, therefore she has a very good overview of Key Stage 1 and the provision for children under five. The comprehensive Teaching and Learning Policy underpins the work of the school. There are good structures in place to support teaching and learning. Professional development for staff is carefully linked to the priorities identified in the school development plan, for example, training for staff in the use of recently purchased computers and software. The headteacher and the deputy headteacher monitor the quality of teaching and learning very regularly. The results of monitoring are used to provide support if it is needed, share the good practice observed or change organisation.
86. Support and monitoring of the curriculum development are good. Most subjects now have sound policies. Schemes of work have been adopted or developed so that skills within subjects are developed systematically and cumulatively. A rolling programme of curriculum review is in place. The headteacher is fully aware of the strengths and weaknesses of the curriculum provision.
87. Since the previous inspection, the headteacher has developed the role of the curriculum co-ordinators. All curriculum co-ordinators are provided with non-contact time to monitor the quality of teaching and delivery of their subject areas. This is well established in the core subjects of English, mathematics and science. The extent to which the foundation subject co-ordinators monitor the quality of teaching and learning and plan the curriculum systematically is at the early stages of development. Targets have been set to develop the area of information and communication technology as a discrete area and as an integral part of all other learning areas. The success criteria have been met and work is to start on installing a computer suite at the end of the year. The school had set targets for attainment in mathematics and English for 2002, but these have been exceeded this year and are to be reviewed.

88. The implementation of the school's aims, values and policies is very good. These are reflected positively in the ethos of the school. The teaching staff are conscientious, hard working and show a high level of commitment to the success of all pupils and the school. The administrative staff, teaching assistants and all adults engaged in the school contribute greatly to the success of the school. The positive learning environment and pupils' positive attitudes are strengths of the school. The school is successful in achieving its main aim '¼ to have a happy, stimulating environment in which our children can thrive'.

88. The development planning process is good. The school development plan framework provides opportunities for identifying development priorities and their associated financial costs. Priorities are clear and there is a clear evaluation cycle for review in place. Governors are very involved in the strategic management of the school. They are informed, supportive and execute their role with expertise. They ratify school policies and take interest in all school issues, for example special educational needs, curriculum, personnel, premises and financial matters. Governors have a very good working relationship with the headteacher and members of staff.

89. Provision for special educational needs is well managed by the special educational needs co-ordinator, who has been in post for two terms and in this time has worked hard to raise the profile of special educational needs within the school. All record keeping is of a particularly high quality. A register of pupils with special educational needs is maintained. The use of external specialists is well managed. There is a designated governor with responsibility for special educational needs and the school's procedures meet statutory requirements.

90. Management of the provision for children under five is very good. There is a clear commitment to raise standards and to provide a supportive learning environment. The early years manager makes regular visits to the nursery and reception classes to monitor the quality of provision and the progress of children. There is a close working partnership between all members of staff and this helps to raise the status of under fives provision and creates an excellent ethos for learning.

91. Key issues raised in the last inspection in 1996 were:

- '... maintain the ethos and clear values of the school';
- '... strengthen curriculum planning and monitoring and evaluation, particularly by ensuring that all policies and schemes of work are in place, to provide continuity and progression in learning for all pupils and to make the quality of teaching more consistently high'.

· The school has been very successful in maintaining the ethos and clear values of the school and addressing the other issues. Management is clearly better now than before. With these improved systems in place, the determination to raise standards and the good leadership and management, the school is well placed for further improvement.

1. Statutory requirements are largely met, except in some areas of the school prospectus and the governors' annual report to parents.

93. **Staffing, accommodation and learning resources**

2. The match of number, qualification and experience of teachers to the demands of the curriculum is very good. Staff are appropriately qualified to teach the subjects of the national Curriculum, religious education and the nationally determined learning outcomes for children under five. The pupil teacher ratio is 20.8 which is generous and well below the national average. There is a full



time relief co-ordinator who provides cover for the release of other members of staff for planning or lesson observations. There is also a full time special needs co-ordinator. Most classes have one or in some cases two additional support staff for the numeracy and literacy hours. This has a positive effect on the level of support which staff can offer.

3. The match of number, qualification and experience of the support staff to the demands of the curriculum and for supporting pupils with special educational needs is excellent. Teaching assistants and special educational needs teaching assistants have been with the school for a number of years and know pupils and staff well. They regularly attend courses, some of which are accredited, and they also receive additional in house training. All support staff have received training in information technology. Nursery nurses are well qualified and have a significant impact on the very good provision in the nursery classes. All support staff have a clear understanding of their respective roles and responsibilities. There are very good lines of communication between teachers and teaching assistants. The deployment of the proficient teaching assistants and special educational needs assistants during group work in the numeracy and literacy sessions has a significant impact on the standards and attitudes of pupils. Administrative, cleaning, midday staff and the caretaker work effectively and contribute to the smooth running of the school.
4. The school has successfully addressed the issues in the last report. The headteacher, deputy head and co-ordinators regularly carry out lesson observations and provide staff with written feedback. There is no longer an imbalance in the workload of some teachers.
5. Arrangements for the professional development of staff are very good. The headteacher holds annual interviews with each member of staff to identify the training needs of the staff, which are then met by in-service training. This appraisal system is meeting the needs of the school. Staff reported that they were satisfied with the outcome of these meetings. All staff have received training for the 'literacy hour' and the school has bought into the local authority service agreement to provide staff development for newly qualified teachers and other staff. The school's practice for the induction of new staff and newly qualified staff is effective with regular meetings and training provided by the head teacher and mentors. These procedures ensure that all policies are understood and applied consistently across the school.
6. Overall, the school's accommodation is adequate for the delivery of the National Curriculum. The accommodation for children under five is very good, the nursery has been refurbished, it is spacious and has a good, secure outdoor area. There is no outside covered area. All classrooms are of sufficient size for the number of pupils. They allow for the grouping and regrouping of pupils. The school now has specialist accommodation for design and technology and plans are in hand for a computer suite. The two libraries are accommodated in wide corridors. They have attractive displays of books, but there is no quiet area where pupils can study. The books are arranged in topics and there is a simplified Dewey system in use. There is no evidence that pupils are using the library for developing study skills. There are extensive outside play areas which include a large field, a pond, wild garden areas and a heated swimming pool. The accommodation provides for effective teaching and has a positive impact on the quality of teaching.
7. Overall, resources for learning are good. Resources for the under fives are very good and include a good quality and quantity of outside play equipment. Resources in English, design and technology, history, religious education, music and the library are satisfactory. Resources in Information Technology, art, maths, physical education geography science and special needs are good. However, there is a lack of software to support information technology. The school makes good use of trips to support the curriculum.

99. **The efficiency of the school**

8. Educational developments are well supported through very good financial planning. School development planning is comprehensive and detailed. Targets are identified, as are the financial implications of achieving them. Similarly, some subject areas have effective development plans. The whole school community is involved in the school development planning process. The roles and responsibilities of those involved in financial procedures are clearly identified.
9. The widely experienced staff are well deployed. Good use is made of the expertise and interest of teachers in teaching the curriculum. The accommodation is used effectively. Resources are well deployed throughout the school and their use is effective in supporting teaching and learning. The school receives money to support pupils with special educational needs and there is a financial breakdown to show how the money is used and that it is used effectively.
10. The school has very good structures to ensure that the strategic management of its resources is used effectively. The governing body's finance committee and the school's internal management and administrative systems provide very good structure and control. They have successfully managed to clear the budget deficit by prudent and focused planning. This has resulted in budget setting this year which will enable the school to achieve its objectives, as set out in the school development plan. The recommendations of the local education authority's recent audit report have been addressed. Other funds are also subject to auditing procedures. Day-to-day administrative and financial procedures are dealt with very effectively. The school's senior administrative officer is very efficient and provides, as part of general procedures, monthly financial reports for the headteacher and governors. Governors are very well informed and have good working relationships with the headteacher, administrative officer and school.
11. Office administration is very efficient. Well-established procedures are in place for most circumstances. The office staff provide a warm and efficient welcome to visitors and parents alike.
12. Despite the very high expenditure for each pupil, the school is very successful. When children start school in the nursery, their attainment is generally below the level expected for their age. It is clear that the standards achieved by eleven year olds in relation to national averages are now satisfactory or better. Pupils make at least satisfactory progress through the school. Pupils' attitude to learning and their relationships with one another are very good. They leave Temple Sutton School with positive attitudes, which support their learning in the next phase of their education. The majority of teaching in the school is good or better. Support for pupils with special educational needs is very good. There is effective use of staff, accommodation and resources. Educational developments are supported through careful financial planning. Financial control and school administration are very good indeed. Improvement since the last inspection is good. Overall, the school provides good value for money, as it did in the last inspection.

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

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

13. The school has continued to build upon the good and very good practices identified in the last inspection report. Provision for children under five is a strength of the school with many examples of very good and excellent practices. Children who are under five years old are housed in two separate nursery classes and up to four reception classes. Children usually attend the nursery part time for three terms and start a reception class during the term in which they are five years old. Most children enter the nursery with standards below that expected for their age. The proportion of children that have learning, speech and behavioural difficulties is higher than the national average. These children make good progress. The nursery and reception classes provide a secure and stable environment. There is a sensitively planned and excellent programme of meetings with parents and carers before entry into nursery. Children are quickly settled into classroom routines. Parents' favourable and glowing comments on the quality of provision in the nursery and reception classes are well justified.

#### **Personal and social development**

14. In their personal and social development, children in the nursery make very good progress and standards are generally good by the time they enter the reception classes. Children learn how to listen to the teacher, follow instructions and co-operate with classroom routines. They take turns riding bicycles, or playing in the grocer's shop. Children are provided with very good guidance to learn how to clear away the equipment and toys they have used. They also sit quietly and share books and stories together. The quality of teaching and support for children's personal and social development is consistently very good.
15. In the reception classes, children make good progress in their personal and social development. By the time they are five years old, standards are very good, overall. Although there are no formal class rules, children have a good understanding of the need to consider others. Children learn how to line up patiently to go out to play. They behave well in assembly and readily join in the birthday songs and prayers. Most children show a willingness to follow instructions. The quality of teaching to promote personal development continues to be very good and teachers' expectations are high.

#### **Language and literacy**

16. In language and literacy, children in the nursery make very good progress. Some individual children make excellent progress. Standards of attainment are generally below that expected for their age. Several children have special support for their language delay. There are some children who find it hard to listen and converse with one another, but they are given very good guidance and the majority of children use a satisfactory vocabulary to communicate. However, there is a weakness in vocabulary skills which is noticeable in naming and describing objects or processes. There are very few children with standards above that expected for their age. The very broad curriculum helps children to speak and communicate about a wide range of topics, including the development of butterflies, stick insects and the care needed for their pet rabbit. Children say a simple prayer before snack time and at the end of the day. They acquire good listening habits when hearing stories about "The Very Hungry Caterpillar" or "Handa's Surprise." Children attempt to write their name. Higher attaining children write a few recognisable words when writing about the making of sandwiches. In their reading, children turn pages correctly and show good enjoyment of books. The teaching of language and literacy skills is generally very good.

17. In the reception classes, children continue to make good progress in their language and literacy skills. By the time children are five years old, some achieve the standards expected for their age. Few, however, exceed it. Overall, standards are below those expected for their age. In their speaking and listening, children's progress is good but the weakness in vocabulary skills remains and is noticeable in areas such as mathematics where they do not know the right words to describe a process. Their use of language is occasionally imaginative, particularly when offered a good stimulus, such as when trying to explain the stories about "Biff and Chip" or identifying rhyming words in "Whiz Bang Gran". Children listen for longer periods and answer questions on the shape of letters of the alphabet. In their reading, children develop good attitudes and habits. They like to take books home. In their writing, children are able to hold pencils correctly and copy letters. Higher attainers can use cursive joined script for single letters. Overall, standards in writing are still below those expected for their age by the time they are five years old. The quality of teaching in language and literacy for children in reception is good, overall.

### **Mathematical development**

18. In mathematical development, children in the nursery make very good progress, but their overall standards are often still below those expected for their age. Children learn how to sing action and number songs often made up by teachers to link in with the class topics. An understanding of volume is developed through the sand and water play. Children count up to five and can distinguish between the concepts of big and small, tall and short. They can arrange objects in order of size and place fruit into different types. In the fruit shop, higher attaining children can recognise the value of 1p and 2p coins and know that some items are more expensive. The quality of teaching is very good, overall.
19. In the reception class, children make at least satisfactory progress in their mathematical development, so by the time they are five years old, some children achieve standards appropriate for their age, but few exceed it. Overall, standards are still below those expected for their age. Children learn to count from one to twenty. Higher attaining children can understand the concepts of addition and subtraction and can add with numbers up to ten. Children have an appropriate understanding of data handling and can compile and interpret simple graphs recording different coloured eyes. There is some good use of information technology to play counting and number matching games, but this area is currently underdeveloped. Occasionally, some of the higher attaining children are presented with similar work to that of the rest of the class and in these cases, they do not make the progress of which they are clearly capable. Overall, teaching is good.

### **Knowledge and understanding of the world**

20. In their knowledge and understanding of the world, children in the nursery have standards that are in line with those expected for their age. They make very good progress. Children are confident in the use of information technology. They can use a mouse to move shapes around the computer screen or make pictures. Children have a very good awareness of their local environment through walks to the post office, Marsh Farm and Hockley Woods. Visits are well planned and linked with topics. Visitors to the nursery, such as the fire brigade, parents with babies and adult helpers, contribute to children's understanding of the world around them. There is good appreciation of the diversity of nature through observing the characteristics of birds, stick insects, rabbits and rats. Children also conduct simple experiments such as growing beans and fruit seeds. Teaching, overall, is very good.
21. In the reception classes, children continue to make good progress in their understanding of the

world around them. By the time they are five years old, they develop satisfactory and often good standards. They have a good knowledge of the use of the computer. Higher attaining children can write simple sentences about their visits to Priory Park Museum. Children are also learning about chronology and the changes over time in their own lives. They talk about their families and special events, such as birthdays and by looking at the photographs. When discussing food, children can identify which types are considered healthy and they can make a test to see how far model vehicles can be pushed. Children have a good awareness of different seasons and the weather. During assemblies, children learn about different festivals such as Easter, Diwali and Christmas. Teaching is good, overall.

### **Physical development**

22. In their physical development, children in the nursery make very good progress and standards are satisfactory, overall, by the time they enter the reception classes. Children climb with confidence on the small equipment and apparatus in the outdoor play area. In formal physical education lessons, children can move about with hoops. They can dance, skip and safely move around the large hall. In their fine motor control and dexterity, many children learn how to hold crayons correctly. They develop satisfactory standards of hand-to-eye co-ordination through sewing thread and gluing pieces of card and material to create large murals of boats. Teaching is very good, overall.
23. In the reception class, children make good progress in their physical development, particularly in their pencil control, so that standards are broadly in line with expectation for age. Children's dexterity is developed further through the various arts and craft activities, the use of construction toys, games and malleable materials. There is good use of the computer to develop hand-to-eye co-ordination by moving objects from the story of "Goldilocks," around the screen. In the summer term, children also attend swimming lessons. Children have formal lessons when they are able to use climbing apparatus. The quality of teaching is good, overall.

### **Creative development**

24. In their creative work, children in the nursery make good progress and standards are satisfactory. Most children learn to express themselves using a variety of mediums. They can create pizzas out of foam and card and helicopters out of tin foil. Children's creative play is developed further with the making of untuned instruments such as shakers. They sing songs and nursery rhymes, such as "Hickory Dickory Dock" and happily join in action rhymes. There is a very wide range of opportunities for children to express themselves through dressing up or in role-play situations. The quality of teaching is good, overall.
25. In the reception classes, children's creative skills continue to develop well. By the time they are five years old, they have made good progress and achieve satisfactory standards, with a significant number of children achieving higher standards. Children continue to express themselves with different media and can paint pictures of themselves or members of their family. They can design and make sheep, using wool and paper straws. There are home corners and children will pretend to cook and act out domestic scenes. Higher attaining children are given good opportunities to express themselves creatively through their emergent writing. The introduction of literacy and numeracy sessions means that the opportunity for creative play is less extensive in the reception classes compared to the nursery. Teaching is good, overall.
26. The quality of teaching for children under five is good, overall, and is very good in the nursery. Teachers are committed to ensuring that the children are offered a very good curriculum based

upon the recommended desirable learning outcomes. Children leaving the nursery and entering the reception classes are well prepared for their next stage of learning. There is excellent support for children's welfare and parents are highly valued as partners in their children's education. Provision for children with special educational needs is very good. There is an ongoing professional development and curriculum improvement. Strategies for numeracy and literacy are well advanced. Resources are used very efficiently. Working relationships between staff, and between staff and children, are excellent and strongly support children's personal development. Management of under fives is very good. There is strong emphasis in promoting spiritual, moral, social and cultural development.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **118. English**

27. At Key Stage 1, the trend for the years 1996 to 1998 was for standards in reading and writing to be well below the national average. In 1998, when compared to similar schools, standards were also well below average for reading and below average in writing. However, in 1999, there is a significant improvement. National performance data which use pupils' average scores and compare them with national averages show that standards in reading remain close to the national average, but are well above average when compared to similar schools. In writing, standards are well above the national average and are very high when compared to all schools. Inspection evidence shows that attainment in English, overall, is currently judged to be broadly in line with the national expectations. At Key Stage 2, the trend for the years 1996 to 1998 was for standards in English to be below the national average. In 1998, when compared to similar schools, standards were average. In 1999, using national performance data, results show standards to be in line with the national average but above the average for similar schools. Inspection evidence shows that attainment is in line with national expectations.
28. Attainment in speaking and listening at the end of both key stages is in line with that expected nationally. By the end of Key Stage 1, most pupils listen carefully and display, by their answers and their actions, that they have understood. Most are confident about answering questions and speak clearly and in sentences when required. Most talk enthusiastically about the work they are doing or the books they are reading. By the end of Key Stage 2, many pupils can articulate their thoughts clearly, for example, in a discussion about the differences in syntax and vocabulary between *Black Beauty* and more recently written texts. Most speak confidently and, with help, the lower attaining pupils express a point of view clearly. They listen to the views of others sensitively and respond to their comments. Progress is generally satisfactory because of the opportunities for good class discussions and question-and-answer sessions, particularly in the Literacy Hour.
29. At the end of both key stages, reading standards are in line with the national expectations. By the end of Key Stage 1, most pupils read confidently and accurately and the higher attainers in particular are beginning to read expressively. Even the youngest pupils point to the title and can explain what an author and illustrator do. They know a satisfactory number of words by sight and make good attempts to decode words using their phonic knowledge, context and picture clues. Most know the sounds that letters make and at least use this to get the initial sound of an unknown word. Many average and higher attaining pupils can continue building the word phonetically. They talk about the plot and the characters in their reading books and can give appropriate reasons for their favourite choices of books or stories. By the end of Key Stage 2, pupils have experienced a satisfactory range of reading material, although most prefer to read stories rather than information books or poetry. Some are reading classic books such as the 'Narnia' books of C S Lewis, whilst others enjoy modern children's fiction with Jacqueline Wilson and Roald Dahl being their favourite authors. Most pupils read familiar words fluently, taking note of punctuation,

such as speech marks, question marks and exclamation marks, which improves their expression. Lower attaining pupils use a variety of strategies to tackle new words and, whilst most are confident, others need encouragement. Some very good readers are developing the advanced skill of inferring the author's intentions or scanning text for information. They are introduced to a wide range of texts in the literacy hour and many develop a genuine interest in books. Most pupils have satisfactory library skills and are able to locate a book using a classification system, but there are limited opportunities for pupils to conduct their own research and develop study skills. Pupils generally make good progress at Key stage 1 and satisfactory progress at Key Stage 2.

30. Attainment in writing at the end of both key stages is broadly in line with the standards expected, although pupils' skills in spelling and handwriting at Key Stage 2 are slightly below those expected for pupils of that age. Many pupils in Year 6 are not joining their letters correctly and do not have a consistent, fluent style. Although pupils know how to use a dictionary to improve their spelling, a significant number of average and below average pupils have not benefited from the recently introduced spelling policy and scheme of work throughout their time in school. The content of written work, however, is satisfactory. By the end of Key Stage 1, most pupils understand how to form a sentence. They spell common words accurately and produce phonetically plausible spellings for more difficult words. They write stories in the correct form and re-tell some by identifying key characters and events. Progress in Years 1 and 2 is good. There are opportunities for pupils to write in response to a variety of stimuli and some pupils entering Year 1 with writing that is sometimes indecipherable, write simple sentences by the end of the key stage, using appropriate punctuation and vocabulary. Progress is satisfactory in Key Stage 2, so that, by eleven, most pupils can write interesting stories, using a range of punctuation correctly, including speech marks. They experience a satisfactory variety of writing forms as they get older and are properly introduced to increasingly difficult grammar, punctuation and spellings. However, pupils are given insufficient opportunities to develop extended pieces of writing either in literacy sessions or in other subjects. For example, in history, there is an overuse of worksheets which inhibits pupils' free writing and does not encourage them to develop a sense of achievement by presenting their work well. Also, there is little written work undertaken in religious education and this, too, results in missed opportunities for pupils to develop their skills. Regular tasks for homework help to promote progress. Work is sometimes redrafted but computers are rarely used in this task and few examples of the use of a word-processing program were seen during the inspection.
31. Progress through Key Stage 1 in English is good and satisfactory in Key Stage 2. Pupils do not have well-developed literacy skills when they enter Year 1 but by the end of Year 2 they are achieving the standards found nationally. Satisfactory progress is made in Key Stage 2, although opportunities to improve pupils' literacy skills in other subjects are not systematically planned. Pupils with special educational needs make good progress throughout the school, benefiting from work in the Literacy Hour that is geared to their need, particularly during the group sessions when additional support is provided.
32. Pupils throughout the school generally have a positive attitude to English. A significant number say that reading and writing are amongst their favourite subjects and, in lessons, they concentrate well and are keen to join in class discussions. For the most part they are well behaved and work well with classmates in groups. For example, some of the youngest pupils play games for building up '-et' words without arguing and take turns sensibly.
33. Teaching in English at Key Stage 1 is mostly good and in a few lessons it is very good. Teachers have good subject knowledge and use this well to plan work that interests the pupils and meets their needs. They have a clear understanding of what they want pupils to learn and manage their classes well in terms of promoting good behaviour, overall, and in organising the different

activities that make up the Literacy Hour. At Key Stage 2, teaching is satisfactory, overall, although it is good or better in 37 per cent of lessons. Teachers have satisfactory subject knowledge and use this to plan well together in year groups. This guarantees a consistency of curriculum coverage across each year, as in Key Stage 1. Teachers generally manage behaviour well and the pupils' movement from one class to another for the start of their lessons is good. The setting of pupils is effective and helps teachers to provide pupils of a similar attainment with appropriate work. The more effective teachers are enthusiastic and keep lessons moving at a brisk pace. Work is marked but in many instances pupils are not encouraged to improve the presentation of their work which is often unsatisfactory, nor are they told how to improve their work next time. Regular homework is given and this supports the learning that takes place in school.

34. The Literacy co-ordinator is in her first year of appointment in the school and has taken over a firmly established format for planning and teaching that is helping teachers to deliver a soundly based curriculum. National tests are administered in Years 2 and 6 and optional tests are given in each year of Key Stage 2. These provide standardised assessments of attainment and in Key Stage 2 are used to place pupils in sets with others with similar prior attainment. Access to the curriculum is enhanced by the support given and particularly helps pupils who have been identified on the special educational needs register. The co-ordinator has quickly identified areas for development and introduced a formal handwriting policy and scheme of work and a spelling scheme. These support pupils' progress. Regular monitoring takes place and is used to inform future practice. The co-ordinator has good subject knowledge and uses this well to identify areas for development. She has recently purchased a range of texts which have supplemented the teaching during the Literacy Hour and has made contact with the local librarians with a view to developing the library areas and getting pupils to review new texts.
35. The school's strategy for literacy is satisfactory. For over a year, the school was without a literacy co-ordinator, due to the promotion of the post holder. School budget constraints were such that the school was unable to offer a suitably enhanced post until very recently. These events have had an effect on the development of the school's strategy for literacy. The school has adopted the National Literacy Strategy effectively and is now recognising that it needs to make modifications to the provision, for example, to allow for extended writing. Currently, the promoting of literacy skills through other subjects is under-developed. The school keeps parents well informed about how reading and writing are taught in the school and has held meetings for parents to explain the framework of a 'literacy hour'.
36. The last inspection report indicated that standards in English were in line with the national expectations. However, National Curriculum test results for that year (1996) showed standards in reading and writing at Key Stage 1 to be well below the expected standards and, at Key Stage 2, standards in English to be just below the national average. Since then, standards have improved significantly at Key Stage 1, especially in writing. At Key Stage 2, standards remain broadly the same. The school had agreed targets with the local education authority for the percentage of Key Stage 2 pupils to reach the expected level in English for the Year 2000. However, the school has exceeded these targets in the 1999 National Curriculum tests and targets are to be revised.

## 128. **Mathematics**

37. At Key Stage 1, the trend for the years 1996 to 1998 was for standards in mathematics to be very low. In 1998, when compared to similar schools, standards were also well below average. In 1999, there has been a dramatic improvement. National performance data, which use pupils' average scores and compare them with national averages, show that standards are now above the national average and well above the average for similar schools. At Key Stage 2, the trend for the



years 1996 to 1998 was for standards to be close to the national average. In 1998, when compared to similar schools, standards were above average. In 1999, using national performance data, results show a significant improvement; standards are well above both the national average and average for similar schools. Inspection evidence shows that attainment is in line with national expectations at the end of both key stages. There has been a very significant, improving profile across both key stages since the last inspection. The recently appointed co-ordinators have ensured the successful implementation of the national numeracy strategy and have improved the quality of teaching by providing courses for colleagues. These initiatives, including a greater emphasis on mental mathematics, improved setting arrangements and booster classes in Key Stage 2 and targeting specific groups of pupils in both key stages, are having a positive impact on standards.

38. By the end of Key Stage 1, the majority of pupils use and apply mathematics to solve problems and are developing an appropriate mathematical vocabulary. Higher attaining pupils are developing their own strategies when using number patterns to solve problems. Pupils discuss their work using appropriate language and present their work using tables and simple diagrams. They are developing confident mental calculation skills. They add and subtract numbers up to and beyond 20, count in twos, fives and tens and understand place value to 100. Higher attaining pupils count in tens from two to one hundred and twelve. All pupils have a good knowledge of two and three-dimensional geometric shapes. They use the correct names for the shapes and identify them, using their properties. Pupils were observed measuring length, using standard measures such as metres and centimetres, as well as non-standard measurements like hand and foot-spans. They display data using pictograms and block graphs and interpret them to obtain information required.
39. By the end of Key Stage 2, pupils have a good understanding of number work. They describe number patterns and relationships, including multiple and factor. The majority of pupils show an understanding of place value of numbers up to 1,000. Higher attaining pupils use their understanding of place value to multiply whole numbers and decimals by 10, 100 and 1,000. Most pupils' knowledge of fractions, percentages and decimals is well developed. Lower attaining pupils develop a good understanding of equivalent fractions and know that three quarters is equal to one half plus one quarter. Most pupils are less competent at explaining their work and applying their knowledge to everyday problems. Higher attaining pupils have a good understanding of congruency. They measure angles to the nearest degree and have a good knowledge of the language associated with angles. Most pupils measure the areas, perimeters and volumes of shapes using the correct units of measurement, both when counting squares and using formulae. The main weakness in provision at this key stage is that data handling is underdeveloped across the curriculum.
40. Pupils enter the school with below average levels of attainment in mathematics and they make good progress in Key Stage 1. Pupils of average and above average abilities are well challenged in lessons and make good progress. Pupils with special educational needs also make good progress in Key Stage 1 because of the high quality support they receive in lessons. Whilst progress for most pupils at Key Stage 2 is satisfactory, pupils with special educational needs continue to make good progress in Key Stage 2 because of the good teaching in the lower sets. However, higher attaining pupils in this key stage often work below the level of their capabilities, particularly when they are given too few opportunities to apply and consolidate their mathematics in a variety of contexts within the subject itself and across the curriculum.
41. Pupils in Key Stage 1 are developing very good attitudes to learning and enjoy mathematics. The great majority of pupils in Key Stage 2 behave well in lessons and show positive attitudes. However, in a minority of lessons, pupils do not have enough opportunities to use their initiative

and develop responsibility for their own learning. This results in boredom, which leads to time being wasted in idle chatter when pupils are not challenged and where expectations of what they can do are low. Insufficient emphasis is placed on the presentation of work in Key Stage 2, with the result that pupils' work is not written in an organised way and misconceptions cannot be quickly identified.

42. Overall, the quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. It ranges from satisfactory to very good in Key Stage 1 and unsatisfactory to excellent in Key Stage 2. Teachers throughout the school have good knowledge of the subject, planning of lessons is good and learning intentions are clear. In the very good and excellent lessons, teachers have high expectations, lessons move at a brisk pace and teachers make effective use of intervention strategies to further challenge pupils when they are engaged on tasks. A very good example of this was seen in a Year 2 lesson where pupils were actively engaged in measuring length and distances, using standard measures. Further very good examples were observed in Key Stage 2 lessons, where pupils in lower ability sets were highly motivated through very effective questioning and well-planned activities. In these lessons, very positive relationships have been established, which results in raising pupils' confidence and self-esteem. Teaching has shortcomings where teachers' expectations of pupils' work and presentation are too low and where insufficient use is made of more rigorous teaching to meet the needs of all pupils, particularly in the case of higher attaining pupils. These lessons are not sufficiently well structured and the pace of working is too easily determined by the pupils themselves. Throughout the school, marking of pupils' work is unsatisfactory and comments are rarely made on the content and quality of the work to help pupils improve and develop their written work. However, in most lessons, teachers give good oral feedback on pupils' work. In a minority of lessons at Key Stage 2, there is too much emphasis on worksheets which fail to challenge pupils' thinking and limit the contribution the subject can make to their writing skills.
43. The recently appointed co-ordinators have worked hard to support and develop the teaching of mathematics and they have a clear vision for the future development of the subject. The school's strategy for numeracy is satisfactory. Targets had been set for pupils' attainment for 2000, but these have already been achieved so are to be reviewed. Resources are adequate for present needs, are well managed and efficiently used. However, the use of information technology as a tool for learning is underdeveloped. Strategies for assessing pupils and monitoring their achievement are effectively used to set pupils for lessons in Key Stage 2 and to target specific groups of pupils in Key Stage 1. However, assessment information is not always well used when planning work for more able pupils within set groups.

135.

### **Science**

44. At Key Stage 1, in 1998, standards in science were well below the average for all schools and below the average for similar schools. Results of 1999 National Curriculum teacher assessments show standards in science to have improved significantly; standards are now in line with the average for all and similar schools. The percentage of pupils achieving the higher Level 3 is also average when compared to all and similar school. At Key Stage 2, the trend for the years 1996 to 1998 was for standards to be well below average. In 1999, using national performance data which take pupils' average scores and compare them with national averages, results show a dramatic improvement; standards, this year, are above the national average and are well above the average for similar schools. These high standards are attributable to the school's positive drive to raise standards by various initiatives such as providing 'booster classes' and targeting pupils with extra support in order to raise their standards.
45. Attainment in observed lessons is in line with the national expectations at both key stages, although few pupils at Key Stage 1 were attaining at a higher level. The school has allocated more

time to teaching science in Key Stage 1 this academic year. This increase in time is having a beneficial effect on the standards achieved and the progress pupils make. Progress is good in Key Stage 1 and satisfactory in Key Stage 2.

46. By the end of Key Stage 1, pupils have developed knowledge of what is happening around them related to the seasons; they have grown seeds, studied aspects of their own bodies and senses, common materials such as wood, stone, cotton and wool and grouped materials into categories. Aspects of food, health and growth have been introduced, relating to people, plants and animals. Pupils develop an understanding of the natural world. Pupils in reception make simple vehicles from kits and use these in experiments in which they roll them down a ramp. The effects of light and reflection are studied and pupils recognise that some materials can be changed and that changes are either permanent or reversible. Pupils develop knowledge and make predictions based on previous knowledge. Experimentation and investigation, including basic prediction, are taking place, but recording work is sometimes limited in content and quality.
47. By the end of Key Stage 2, pupils have opportunities to address all National Curriculum requirements. Pupils develop knowledge and understanding of humans and their needs, life cycles and growth. They investigate conduction and magnetism and know about forces, including the effects of gravity. Electricity is studied and has been applied in simple circuits. Light and shadow are investigated and solids liquids and gases compared. Pupils investigate and group materials into different categories of natural materials and understanding is extended of earth and space. Pupils have opportunities to carry out investigations and conduct set experiments, but there is variation in the structuring of this process and, as a result, the quality of work produced is sometimes limited in terms of experimental method and use of good scientific practice. Pupils make good contributions to oral work and the use of scientific language is developing well. Observational work is satisfactory, but is not always reinforced sufficiently to clearly identify the actual science contained in the task. Results of experiments are recorded in a simple form, but the quality of writing and diagrams does not always sufficiently reflect the investigation which is taking place. The drawing of diagrams and use of graphs do not always reflect the pupils' ability. However, more able pupils have produced higher quality topic work about the body, using high quality presentation techniques which result in a layered model of the lungs, rib cage and chest.
48. At both key stages, pupils are introduced to the idea of experimentation and investigation, but this process is not built on progressively throughout the school. Teachers are developing pupils' knowledge and some experimental procedures but they are not always sufficiently clear about good methodology and therefore lessons are not set out to include/emphasise those elements which make it good science practice.
49. Attitudes are good and pupils throughout the school enjoy their science lessons. They listen to their teachers and sustain concentration well throughout the lesson. They work well individually and contribute to partner and group work. Relationships between pupils, teachers and teaching assistants are very good. Behaviour is very good, overall. The contribution of all pupils is valued. Investigational work is not always sufficiently structured and more opportunities could be provided for individual research, in order to improve personal development.
50. Teaching of science, overall, is good. Teachers' knowledge and understanding are good. Teachers plan appropriate work, but, in some cases, expectations of pupils' observation, experimental method and recording skills could be higher. Teaching methods and organisation are good in Key Stage 1 and satisfactory in Key Stage 2, but would be enhanced by stronger emphasis on the use of scientific methodology for prediction, experimentation, observation and evaluation which is linked to recording. Management of pupils is very good, time is used effectively and appropriate use is made of resources. Teachers use oral work very effectively to draw on pupils' previous knowledge, develop language and assess pupils' understanding. Marking of work could be more constant and directed towards the improvement of pupils' work.

51. The school has an appropriate science policy and scheme of work. Good systems are in place to support teachers in their planning and effective procedures have been developed to raise the attainment achieved in national tests at the end of the key stage. Good teaching and pupil management are effective in implementing the school's aims and social development of pupils. Resources are generally good and effective systems are in place for access to these resources.

## **OTHER SUBJECTS OR COURSES**

### **143. Art**

52. By the time they are seven, pupils produce work which is appropriate for their age. Some work observed in Year 2 is particularly effective. Pupils have explored batik, using flour and water. This has produced interesting design work on fabric in rich autumn colours. By the time pupils leave Temple Sutton school at age 11, they have experienced a range of media, including paint, clay, pastels and textiles. They can talk about a number of well-known artists, including Turner and Haring. They have a developing understanding of how the period in which a painter lives influences their work.
53. Pupils make satisfactory progress at Key Stage 1 in the basic skills of cutting, drawing, painting and observing carefully. Sound progress is maintained at Key Stage 2 as pupils improve the accuracy and detail in designs and drawings and extend their range of skills. Pupils with special educational needs also make satisfactory progress.
54. Pupils' attitudes are positive and they display an enthusiasm for the subject. They enjoy their work and, after they have finished, they tidy up and organise themselves quite independently. In art club, pupils work on large scale pieces of work collaboratively and these are displayed effectively around the school.
55. The quality of teaching is never less than sound and is often good or better. Lessons are well planned with clear learning objectives, which the teacher explains to the pupils. Teachers' demonstrations are used to help pupils understand their tasks. Teachers provide frequent intervention to focus pupils' attention on techniques and they offer guidance to pupils. They provide opportunities for pupils to use a range of media including charcoal, pastels, painting, collage and clay. Where lessons are particularly effective, as in a Year 5 lesson, the teacher demonstrated high expectations, characterised by prompting and challenging questions. In this lesson, appropriate subject vocabulary was consistently used. Pupils were comparing and contrasting Victorian paintings and experimenting with and using colour to develop their understanding of the genre. Where teachers do not have the necessary skills to extend pupils' drawing abilities, they seek advice from the subject co-ordinator.
56. The well-qualified and experienced co-ordinator has recently taken up responsibility for the subject. There is a policy and scheme of work in place. The co-ordinator has recently been allocated time to monitor the delivery and coverage of the art curriculum and this is developing well. There is an active art club which runs after school and this supports pupils' enthusiasm in the subject and their developing knowledge. The school enters local exhibitions and has been successful in winning awards.
57. Resources are generally good. The school has a kiln, which is used to fire clay work.

149. **Design and technology**

58. At Key Stage 1, pupils make good progress and there is evidence to show that standards are better than might be expected at this key stage. Only a limited amount of designing and making work was carried out in Key Stage 2 in 1998 and progress in this key stage is, consequently, unsatisfactory.
59. By the end of Key Stage 1, pupils experience a good range of designing and making activities based on their observations of local visits and previous experiences. Their knowledge and understanding of the world is used effectively to create contexts for their practical work. In the early years, pupils make model vehicles from kits, houses from reclaimed materials and pictures of sheep from wool and straws. Teachers record pupils' observation of this work to introduce elements of evaluation. As pupils get older, they draw simple but effective plans of the items they want to produce. They are able to select from a range of materials provided, cut and shape, using appropriate tools, and join materials in appropriate ways. Modelling is often included as part of other projects and plays a positive part in the development of language, number, art and science work. Written evaluations of finished work on 'playgrounds' enables pupils to reflect on their work and suggest ways to improve it.
60. Although Key Stage 2 pupils have in the past had a range of designing and making experiences, based on the school's scheme of work, relatively little designing and making took place in 1998 and this has affected pupils' progress. However, the packaging project in Year 5 involved working with food and designing and making well-made products in card. More designing and making work is planned to take place in the current academic year which should provide a more progressive experience for pupils and boost standards.
61. When engaged in making activities, pupils' attitudes are good. They show good concentration and ability to select and join card containers in creative ways. Behaviour, in the few lessons observed containing practical work during the inspection, was good.
62. No teaching of design and technology lessons took place during the inspection and only outline plans for proposed activities during the year were available.
63. Although the development of design technology in Key Stage 2 went through a low period in 1998, work during previous years and the planned programme which is due to take place in 1999/2000, across the school, indicate a sound planned programme over time. The co-ordinator has a good understanding of the subject and has been successful in planning work throughout the school. There is a policy that clearly states aims and objectives. The schemes of work are based on national recognised materials and provide good coverage of the national curriculum programmes of study. Planning indicates good coverage of using and introducing a range of different materials and considers progressive development of skills. Resources are well organised, clearly labelled and accessible in the central store and around the school.

155.

155. **Geography**

64. Due to timetabling constraints, only lessons in Year 1 and Year 3 were observed during the inspection. Additional evidence has been gathered from discussions with pupils, looking at pupils' work and teachers' planning. All this evidence indicates that all pupils, including those with special educational needs, make at least satisfactory progress as they move through the school.
65. In Year 1, pupils are taught to use subject specific vocabulary such as 'locality', 'feature' and begin to think carefully about the area or 'locality' they live in. Year 2 pupils learn about the United Kingdom and many are able to name the countries within the United Kingdom. Most have

an understanding of where Southend is located on a map of the United Kingdom. Mapping skills develop well at Key Stage 1. Pupils draw a map of their route to school and their routes around the school. Good use is made of visits to develop pupils' geographical understanding. For example, pupils visit Priory Park and draw maps of areas of the park. In Year 3, mapping skills are extended so that pupils begin to understand the use of a 'key' or 'legend'. In the lesson observed in Year 3, pupils could easily locate their school on an aerial photograph and identify the adjacent land usage. Nearly all pupils in this lesson made very good progress in applying their knowledge of mapping to applying symbols or 'keys' to their maps.

66. Evidence from scrutiny of pupils' work shows that in Year 4, pupils continue to develop mapping skills in relation to their topic work on Egypt where they draw detailed maps of the River Nile. In Year 5, pupils study the development of towns in the Victorian era. In Year 6, pupils complete some informative and well presented work on rivers.
67. In the lessons observed, pupils in Key Stage 1 had satisfactory attitudes towards their work in the subject. They listened attentively to their teacher and, for most of the time, took turns to answer questions. At Key Stage 2, pupils demonstrated very good attitudes towards their work. They listened well, shared their maps and helped each other find the relevant features. They applied themselves wholeheartedly to their tasks and took pride in their work. In discussions with pupils, they obviously enjoy the subject, especially the visits and can recall their previous work.
68. Overall, teaching is satisfactory, although, in the lesson observed in Key Stage 2, teaching was good. Teachers' planning is good. Clear learning intentions are identified in daily planning. There is a tendency for an over-reliance on work sheets. When these are used, pupils focus on completing the worksheet, for example colouring it in, rather than the geographical knowledge. The use of work sheets also inhibits the potential for pupils to practise their literacy skills within the subject.
69. The school has recently adopted the Qualifications and Curriculum Authority's scheme of work for the subject. The co-ordinator for the subject is new to the post and is to oversee the implementation of the new scheme of work in the school. She has limited non-contact time but has already completed an audit of the resources for the subject. The co-ordinator has an overview of teachers' medium term planning for the subject. The school recognises that the next area to develop is the use of literacy within the subject.

161. **History**

70. Due to timetabling constraints, only lessons in Year 4 and Year 6 were observed during the inspection. Additional evidence was gained by speaking with pupils and staff, looking at the teachers' plans and the pupils' work. The findings from these activities indicate that all pupils, including those with special needs, make at least satisfactory progress in history throughout both key stages.
71. In Year 1, the pupils' knowledge is extended through studying topics such as 'Toys' and 'Homes' and by making comparisons between those of today and those from "a long time ago". This develops their sense of chronology and their use of language to describe the passing of time. This builds on the work done in reception where children study 'Growing Up' and sequence four pictures to depict how people grow from a baby to adulthood. In Year 2, pupils further develop their sense of chronology through their study of dinosaurs when they develop a timeline to indicate how the earth was formed and how reptiles and mammals developed. They have sound factual knowledge of this topic and express this by making models and writing about a range of

dinosaurs. A visit to Priory Park Museum stimulates their interest and develops their concept of artefacts which are 'old fashioned' and 'from a long time ago'.

72. At Key Stage 2, pupils develop satisfactory factual knowledge of the prescribed periods of history studied and continue to develop their sense of chronology. In Year 3, they create a timeline when studying Ancient Rome and have a sound understanding of the Roman way of life. In Year 4, pupils know about the importance of the river Nile and the effects of this on the lives of Ancient Egyptians. They also have a clear understanding of the social hierarchy of the time. Pupils realise that the findings from archaeological searches have had a significant impact on what we know today. Pupils in Year 5 extend their use of timelines to record the Tudor period and 'experience' life in Tudor times through a visit when they act in role. Good links are made with art by studying portraits of the time and pupils' literacy skills are developed, for example, by using a different style of prose when writing a letter from 'Henry' to 'Catherine Howard'. In Year 6, pupils have sound knowledge of Britain from the 1930s and enjoy making comparisons in clothing between 1950, 1960 and today. In writing about the Phoney War they indicate good subject knowledge of the Second World War and use dates correctly. Pupils' historical enquiry skills are developed and they know how to find out about aspects of the past from a range of sources. They are less clear about identifying and giving reasons for the different ways in which the past is represented and interpreted.
73. Most pupils have a positive attitude to history. They listen well to the teacher and show by their answers that they have understood. They are generally keen to put forward their ideas and listen to the views of others. Pupils in one Year 6 class demonstrate an enthusiastic approach to the study of the 1960s and are well motivated by viewing video footage of the period. Pupils can recall topics that they have studied previously and remember visits that they have made in connection with their work. These visits play a significant part in raising interest and promoting understanding. They also contribute to pupils' social and cultural development.
74. The quality of teaching is satisfactory, overall, at both key stages, but good teaching was observed in a Year 4 and a Year 6 class. The good teaching is a result of the teachers' enthusiasm for the subject which acts as a motivating force for pupils' learning. High expectations of work and behaviour and effective questioning keep all pupils involved and keen to participate. The pace of learning is good and the teacher manages the pupils well. Questioning is used well to assess understanding and in getting pupils to make connections between aspects of their knowledge. For example, in a Year 6, class pupils are able to link higher levels of employment and increases in income with the development of fashion for the young in the 1960s. Across the school, teachers generally have satisfactory subject knowledge and use this well to plan lessons that indicate clear learning objectives. Although the school has identified the need to develop pupils' literacy and numeracy skills through history, this is not yet consistent and often depends on individual teachers. Currently, pupils' literacy skills are developed through the use of subject specific language and set pieces of extended writing in some classes, but there remains an over-use of worksheets. This means that pupils have insufficient time to practise their extended writing skills and to develop their presentation skills. Pupils use their numeracy skills satisfactorily when working with timelines.
75. Documentation gives appropriate guidance on the teaching and learning of history and discussions have taken place about the role of history, alongside the introduction of the literacy and numeracy hours. Teachers have implemented the new national guidelines and use these to inform their planning. Consistency in provision is ensured through effective year group planning and staff are clear about the learning objectives for each lesson. The co-ordinator has prioritised developments appropriately and highlighted the need to review resources in the light of the newly introduced scheme of work and monitor its implementation. She has also indicated the need to review the

recording of pupils' attainment and incorporate history and information technology through planning. Since the last inspection, the history curriculum has improved and been adapted appropriately in the light of other government initiatives.

**167. Information technology**

76. There have been no significant improvements in the quality of teaching and learning in information technology since the last inspection report. Although pupils at the end of Key Stage 1 achieve broadly satisfactory standards, pupils' attainment at the end of Key Stage 2 is unsatisfactory and below that expected for their age. There has been insufficient opportunity provided over the last year for pupils to build upon their experiences from Key Stage 1.
77. At the end of Key Stage 1, pupils' attainment is broadly in line with expectations for their age. Pupils in reception and Year 1 can use a mouse to draw pictures on the screen and play counting and matching games, such as "Dress The Teddy". Higher attaining pupils in Year 1 can use a CD ROM multimedia program to support their learning in reading. They gave a good understanding of the paint programs to create pictures and simple word processing software to write captions. In Year 2, pupils write poems on autumn and short sentences on their holidays. Most pupils have had experience in the use of control technology to program a small robot to move along the floor or operate cassette players. Few pupils have had sufficient experience of simple data handling programs
78. At the end of Key Stage 2, standards are below those expected for their age, although pupils' attainment in the use of multimedia and in word processing is satisfactory, overall. Pupils use the CD-ROM to carry out simple investigations for their topic work, such as the life of Queen Victoria. In word processing, most pupils have satisfactory skills in the use of the keyboard and can incorporate different fonts and colours into their text. Pupils in Year 6 can write about poems on pebbles. Higher attaining pupils merge text and graphics to produce an anti-smoking poster or a menu of metal objects for the "Iron Man." At the end of the key stage, few pupils have a satisfactory knowledge or understanding of control technology, data handling and modelling programs. Standards in these areas of the curriculum are unsatisfactory.
79. During most lessons where information technology is planned as a whole class activity, pupils make at least satisfactory progress and it is good, overall. During such lessons, in both key stages, progress is good. It is very good in a Year 1 class, where pupils are learning a range of skills in the use of multimedia. They make good progress in using the mouse. There is currently good progress in Key Stage 2 with word processing. Between Key Stage 1 and 2, progress is unsatisfactory. Pupils do not systematically build upon their earlier learning or understanding. Pupils with special educational needs make similar progress to their peers.
80. Pupils' behaviour is good, overall, and in most whole class lessons, it is very good. Pupils in Key Stage 1 watch with fascination at the sounds that come from a CD-ROM programme. They are willing to demonstrate what they know and wait excitedly to be asked to try the programme in front of the rest of the class. In Key Stage 2, pupils are generally well behaved and show good concentration when working alone or in small groups. Pupils willingly demonstrate their skills in changing fonts and show perseverance when they make a mistake and continue to try to make the correct moves. Behaviour is unsatisfactory when the teacher is supporting small groups and there is insufficient supervision of the rest of the class.
81. Whilst the quality of teaching observed in lessons is good, overall, in both key stages and ranges from satisfactory to very good, there is not enough teaching time provided for some aspects of



information technology; consequently, standards and progress are unsatisfactory at the end of Key Stage 2. Information and communication technology is taught in whole class lessons, either with all pupils facing the teacher and the computer or in small groups. Whole class lessons are generally of a higher standard. In these lessons, teachers show good subject knowledge and good management of groups. They demonstrate the controls and screen icons clearly and allow pupils to participate in front of others. Although, during some lessons, teachers plan for the use of information and communication technology to support learning, this is not always followed through, due to the pressure of time. Throughout the school, there are wide variations in teachers' understanding of the use of information technology in the classroom. Not all teachers are familiar with the different software programs in use. Teachers do not always have sufficient knowledge of their pupils' standards of learning.

82. The current weaknesses, due to shortage of a qualified and experienced co-ordinator over several years, have been recognised. The headteacher has taken on the role of co-ordinator and there is now clear leadership. The school has now embarked on a very ambitious programme to improve the overall quality of teaching and learning of information and communication technology. There has been considerable financial investment in new hardware. A new information and communication technology suite is being developed. New software to support literacy and numeracy is being ordered. Training has been organised for support staff and teachers. Good advice has been obtained from the Local Education Authority. All these activities have created a sense of excitement and purpose for the subject. Many of the teachers in school make good use of the equipment to create their own work sheets and notices for class displays. This helps to promote the importance of information and communication technology in every day life. There are some examples of good cross-curricular work. In English, poems are written and in the reception class, software supports pupils' understanding of sequencing and size. However, in general, there is insufficient use of information and communication technology to support learning in other areas of the curriculum. At present, there are no rigorous monitoring procedures in place to evaluate developments and consider how they affect the quality of teaching and learning.

174. **Music**

83. During the week of the inspection, little music teaching was observed. However, it is evident from talking to pupils, staff and parents that there is a tradition of music in the school and that pupils enjoy their musical experiences. This is supported by a range of extra-curricular clubs including, guitar, handbells and recorders.
84. Where musical experiences were observed during the inspection, pupils make satisfactory progress in singing and listening to music. Younger pupils are learning a repertoire of songs. They know some of the words and repetitive choruses and are keen to practise and improve. Older pupils know and use musical vocabulary. They listen attentively and can respond with the rhythm.
85. Where teaching has been observed it is at least satisfactory. Where teaching is very good, clear learning objectives are shared with pupils and knowledge, skills and understanding of those pupils who participate in extra curricula activities are incorporated into the lesson. Opportunities are provided for pupils to share their work and this contributes to the progress pupils make.
86. The co-ordinator is currently on maternity leave. There is a policy and a scheme of work based on a published scheme. There are well-stocked trolleys containing resources in each corridor. There are also two chests of instruments in the East hall. These are sufficient in range, quantity and quality to enable whole class participation.

178. **Physical education**

87. At both key stages, progress is good and, from the limited observations possible during the inspection, pupils are achieving standards that are at least in line with those expected for their age.
88. By the end of Key Stage 1, pupils develop co-ordination and control in ball skills. They use movements effectively to travel in a variety of ways on the floor and use simple apparatus. They are able to link movements into simple routines which include balance, using different parts of their body. They respond to musical stimuli when using travelling movements and can make simple evaluations of the performance of others. They recognise good performance, are beginning to hold starting and finishing positions well and can identify features of their own and other's movements. Pupils sustain physical activity well, are aware of safety when using apparatus and the effect of exercise on their body. Children under five have swimming lessons and make very good progress in developing their confidence in water and some make a good start on swimming. This progress is built on well at Key Stage 1.
89. By the end of Key Stage 2, pupils show increased control and technical skill in games. They hold a hockey stick correctly, know and demonstrate the difference between a hit and a push pass and carry out simple practices to improve their techniques. In basketball, they improve their ball handling skills effectively, when using one and two hands, can pass effectively and move successfully about the court with sound chest and bounce passes. They develop an understanding of the principles of skills in hockey, football, netball and basketball. Pupils develop their movement skills when travelling on the floor and compose linked movements which include balance. Elements of dance are included which express other cultures, for example, Egyptian. Individual performance is improved in athletics. They recognise good performance and are willing to make constructive suggestions to improve both their own work and that of others. Pupils can plan more complex sequences in gymnastics, showing good control in balancing, travelling on hands and feet, rolling and jumping. They transfer their movement skills to apparatus work. Most pupils are confident in swimming. The school has won a nationally recognised award for the improvement in the number of pupils achieving a range of defined standards.
90. Pupils are well motivated and responsive. They enjoy their physical education lessons. They work well individually, with a partner, in small groups and alongside others. They develop good problem solving, improvisation and evaluative skills. Teamwork and good sportsmanship are well developed. Behaviour for the majority is very good, but progress is affected in a few lessons when poor behaviour of a minority prevents the use of large apparatus work.
91. Teaching throughout the school is good. Teachers have a good subject knowledge and planning is appropriate to challenge and extend skills, knowledge and understanding. Many teach with enthusiasm that is communicated to pupils and they are all good role models for pupils. Teachers set clear objectives for lessons, class management. Control is firm and good use is made of selected practices to develop skills before applying them. Time is used well and in the better lessons very good use is made of teacher and/or pupil demonstration to raise standards.
92. The curriculum provision matches National Curriculum requirements. Appropriate indoor and outdoor activities are provided over the school year. The co-ordinator is enthusiastic and very committed. Resources are generally good. The extra-curricular provision makes a very positive contribution to extending the curriculum and to the standards achieved and pupils' personal and social development. Inter-school events extend experience and enable pupils to experience competition in a range of environments. There is a good policy, showing understanding and awareness of the essence of physical education. The long term planning shows good coverage of the programmes of study.

184. **Religious education**

93. Standards of attainment in religious education at the end of Key Stage 1 are satisfactory in relation to the expectations of the local agreed syllabus. Standards of attainment are below expectations at the end of Key Stage 2. Although pupils in Key Stage 2 have a growing understanding of the basis of Christianity, their knowledge and understanding of other faiths is below the level expected at the end of the key stage.
94. By the end of Key Stage 1, pupils know a range of Bible stories and describe some important events in the life of Jesus. They also know some stories from the Old Testament, for example, the story of Ruth and Naomi. Pupils' awareness of personal relationships is well developed and they understand the importance of sharing, helping others and being kind. They show an encouraging understanding that people are different and yet have the same physical and emotional needs and that everyone is special.
95. By the end of Key Stage 2, pupils have a sound understanding of the basis of Christianity, but provision for developing their knowledge of other faiths is unsatisfactory and has yet to be fully developed. Pupils are able to pose questions, reflect on and offer opinions which demonstrate an understanding of religious concepts. They can relate this understanding to their own experiences. The majority of pupils know that the Bible is divided into the Old and New Testaments and go beyond the literal to understand the meaning behind stories, miracles and parables. Pupils in an assembly on sharing had a good understanding of the 'Feeding of the five-thousand' and could relate the message to their own daily lives.
96. Pupils, including those with special educational needs, make good progress in Key Stage 1 but unsatisfactory progress in Key Stage 2. By the end of Key Stage 1, pupils have both consolidated their own knowledge and that which they acquire through the curriculum. At the end of Key Stage 2, there is evidence that personal development and insight into self and others are deepened and that pupils' knowledge of religion is extended. However, pupils' very patchy knowledge of other faiths limits their progress. Pupils at this key stage do not have sufficient, well-planned opportunities to reflect upon and to discuss religious beliefs, attitudes and values of other people in developing their own beliefs and values. This means that many pupils are acquiring a superficial knowledge of basic religious concepts.
97. Pupils' attitudes are generally good. They show sustained interest in religious education and respond positively to tasks undertaken in lessons. Pupils are well-motivated and willing to learn. When given the opportunity, most enter into experiences which introduce questions of meaning and purpose and which help them to respond imaginatively to religious ideas. Good relationships exist; mutual respect is apparent both amongst pupils and between pupils and teachers. These good relationships give pupils the confidence to offer sensible contributions to whole-class or group discussions.
98. The quality of teaching seen during the week of inspection ranged from very good to satisfactory. This, together with the scrutiny of pupil's work indicates that teaching is good in Key Stage 1. However, since there is too little time given to the teaching of religious education in Key Stage 2 and, since there is insufficient emphasis on faiths other than Christianity, teaching is unsatisfactory in this key stage. The good teaching seen during the week was a direct result of the effective way in which pupils' were motivated to share their own experiences, when discussing friendship and sharing. In these lessons, pupils' were developing skills which help them respond imaginatively to religious ideas. Teaching has shortcomings when insecure subject knowledge of the subject results in insufficient discussion or reflection. In these lessons, teachers fail to motivate pupils' interest and a range of interesting teaching strategies is not employed for this to happen. Daily assemblies and the acts of collective worship contribute effectively to the progress

pupils are making in recognising their own value and importance and in promoting their social development to give as well as to receive.

99. The newly appointed subject co-ordinator has developed a good scheme of work, which has not yet had time to influence teaching. She is aware that teachers need more detailed support to increase their knowledge and understanding of other world faiths in order to develop pupils' understanding as they pass through the school. The school is developing a collection of stimulating artefacts and text books to promote knowledge and understanding of this subject. The co-ordinator has identified the need for a further supply of artefacts and traditional clothing to increase pupils' interest in world faiths. There are no formal procedures in place for assessing pupils' attainment in the subject. The subject makes a good contribution to pupils' spiritual, moral, social development and a sound contribution to their cultural development.

191.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

100. The inspection was carried out by a team of seven inspectors, including a lay inspector. One hundred and twelve lessons were observed and discussions were held with many pupils about their work. Inspectors spent time looking at samples of work the school had chosen; these included samples of work in all subjects and from all age groups and from pupils of different attainment. Inspectors heard a sample of readers from all year groups. The time taken for all these activities totalled 136 hours.
  
101. Discussions were held with the headteacher, all teachers, some non-teaching staff, the caretaker, the Chair of the governing body and governors with special responsibilities. The headteacher of the local secondary school was interviewed. A representative group of parents also came into school to talk to inspectors. The school social worker and school nurse were interviewed.
  
102. Inspectors scrutinised a range of school documents which included the school development plan, all school policies and schemes of work and a sample of teachers' planning. Information from a questionnaire sent to parents, which 100 returned, was analysed. A meeting was held for parents of whom 24 attended.

## DATA AND INDICATORS

### 195. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	614	6	153	182
Nursery Unit/School	35	0	6	10

### 195. Teachers and classes

#### 195. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	29
Number of pupils per qualified teacher:	21

#### 195. Education support staff (YR – Y6)

Total number of education support staff:	26
Total aggregate hours worked each week:	584

#### 195. Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):	2
Number of pupils per qualified teacher:	18

#### 195. Education support staff (Nursery school, classes or unit)

Total number of education support staff:	2
Total aggregate hours worked each week:	65

Average class size:	26
---------------------	----

### 195. Financial data

Financial year:	1998/9
-----------------	--------

	£
Total Income	1, 221, 158
Total Expenditure	1, 163, 266
Expenditure per pupil	1, 823
Balance brought forward from previous year	- 43, 789
Balance carried forward to next year	14, 103

195. **PARENTAL SURVEY**

Number of questionnaires sent out:	525
Number of questionnaires returned:	100

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	50	44	3	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	51	44	3	2	0
The school handles complaints from parents well	22	53	13	4	0
The school gives me a clear understanding of what is taught	27	51	14	6	1
The school keeps me well informed about my child(ren)'s progress	37	48	11	3	1
The school enables my child(ren) to achieve a good standard of work	42	49	7	2	0
The school encourages children to get involved in more than just their daily lessons	33	43	20	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	49	8	5	3
The school's values and attitudes have a positive effect on my child(ren)	38	50	11	1	0
The school achieves high standards of good behaviour	23	55	14	3	2
My child(ren) like(s) school	59	34	3	3	1

195. **Other issues raised by parents**

Parents were very supportive of the school's pastoral care for all its pupils.

imilar' schools are those with similar proportions of pupils known to be eligible for free school meals.