

INSPECTION REPORT

Westerings Primary School
Hawkwell
Hockley

LEA area: Essex

Unique Reference Number: 115272

Headteacher: Mr Rob Craddock

Reporting inspector: Mrs Frances Forrester
11590

Dates of inspection: 4 - 7 October 1999

Under OFSTED contract number: 707327

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 Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Self-governing
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Sunny Road Hawkwell Hockley Essex SS5 4NZ
Telephone number:	01702 205511
Fax number:	01702 203873
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A. Eisenhauer
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Frances Forrester Registered Inspector	Areas of learning for children under five Science Design and technology	Characteristics of the school Data and key indicators Attainment and progress Teaching Leadership and management Efficiency Equal opportunities Attitudes, behaviour and personal development Attendance Support, guidance and personal development Partnership with parents and the community Staffing, accommodation and resources Curriculum and assessment
Sue Pritchard Lay Inspector		
James Howard Team Inspector	Mathematics Information technology	
Pauline Hoey Team Inspector	English	
Susan Metcalfe Team Inspector	Religious education Music Art	Spiritual, moral, social and cultural education.
Jean Peek Team Inspector	History Geography Physical education	Special educational needs

The inspection contractor was:

TWA Inspections Ltd.
5 Lakeside
Werrington
Peterborough
PE4 6QZ

Tel: 01733 570753

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

1 -- 3

- Characteristics of the school
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

4 -- 24

- Attainment and progress
- Attitudes, behaviour and personal development
- Attendance

Quality of education provided

25 -- 57

- Teaching
- The curriculum and assessment
- Pupils' spiritual, moral, social and cultural development
- Support, guidance and pupils' welfare
- Partnership with parents and the community

The management and efficiency of the school

58 -- 72

- Leadership and management
- Staffing, accommodation and learning resources
- The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

73 – 79

English, mathematics, science, information technology and religious education

80 – 118

Other subjects or courses

119 – 142

PART C: INSPECTION DATA

Summary of inspection evidence

143

Data and indicators

Main findings

What the school does well

- Pupils have good attitudes and their relationships are good.
- The school's provision for spiritual, moral social and cultural development is good.
- Half of the lessons observed were good or very good.
- The school has very good procedures for monitoring and promoting good attendance.
- The school has a good partnership with parents and encourages their involvement in daily activities.
- There is good support for pupils and their families.
- The school has very good procedures for monitoring child protection and pupils' well-being.
- The school makes good use of teaching and support staff.
- The school's efficiency is good and its financial control and administration are excellent.

Where the school has weaknesses

- I. The school's development planning does not involve governors and parents.
- II. The senior management team lacks cohesion and some member make decisions without full consultation with the rest of the team.
- III. The standard of teaching in some lessons is unsatisfactory.
- IV. There are no systems for monitoring the use of support staff.
- V. English standards are impeded by inconsistent handwriting and limited opportunities for pupils to write for a broader audience. Role play and drama opportunities are limited.
- VI. The class support for the children who are under five is inadequate and because of this, planning and assessment of children's progress cannot involve them.

The weaknesses will form the basis of the governors' action plan, which will be sent to parents or carers of pupils at the school.

How the school has improved since the last inspection

The school has made sound improvements since the last inspection and it is now well placed to improve further. It has improved the structure of the senior management team and ensured that responsibilities are appropriately defined. The school's efficiency is much improved and financial control in particular. Efficiency is of a good standard. Financial control and the quality of the school's administration are excellent. The school has been successful in improving its systems for financial planning and they are now very good. A previous weakness was the lack of monitoring and particularly the absence of an English co-ordinator. The school has worked hard to improve this position and appointed an English co-ordinator. Curriculum co-ordinators are now much more involved, although some have very little understanding of how monitoring can have an impact on raising standards. The school has introduced target setting which is helping this. The school has greatly improved standards in information technology. It has improved its resources in order to promote pupils' computer knowledge. They are now of a very good standard. The school has developed its library suitably and organised it well, with ample room for working. It has very effectively developed its procedures for promoting health and safety, and there are good procedures in place for monitoring the pupils' personal development. Teachers know the characters and personalities of their pupils well. They make effective use of pupil profiles to monitor pupils' personal progress and development. The school has improved its annual reports to parents and these are now more detailed and readable. The school has effectively introduced home visiting since the last inspection.

· **Standards in subjects**

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

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

In the Key Stage 1 National Curriculum tests for 1999, the percentage of pupils attaining the national expectation of Level 2 or better is above the national average in reading, writing and in mathematics. The results of the teacher assessments were very similar. In science, the results of teachers' assessments were above average too. Analysis of the test results shows that the girls' performance in English is comparable to the boys', but they are doing better in mathematics. Over the last three years, this trend has remained the same with girls attaining slightly better results than the boys. At Key Stage 2 in English, just under three quarters of pupils attained the national expectation of Level 4, and only three pupils attained Level 5. In mathematics and science, the results were better. The percentage attaining the national expectation or above in mathematics was above the national average, with 11 pupils attaining Level 5. In science, the results were well above average. The school has set appropriate targets for raising its standards and its recent results in 1999 show that it is effectively meeting them in mathematics and science. The school has introduced new strategies for raising standards. For instance, it is teaching in ability 'sets' in English and mathematics at Key Stage 2. Additional support is being provided for Year 2 and Year 6 higher attaining pupils but in the inspection it was too early to judge the impact this is having.

· **Quality of teaching**

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

The teaching of children who are under five is consistently good, with a quarter of the lessons very good. Throughout the rest of the school, the quality of teaching varies from very good to unsatisfactory. At Key Stage 1, only one lesson was very good, 44 per cent of lessons were good and 89 per cent, satisfactory. In 11 per cent of lessons the standards of teaching were unsatisfactory. At Key Stage 2, the teaching is better, with 12 per cent of lessons very good and a further 33 per cent good. Six per cent of the lessons were unsatisfactory. The quality of the teaching is similar to that of the last inspection, but lessons in information technology and religious education are much better, with more of them being good this time. Teachers plan their work appropriately to cover all National Curriculum subjects and religious education. They

have suitably implemented the National Literacy and National Numeracy Projects, although they lack enthusiasm when they work with their class on shared text work in the Literacy Hour.

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	The behaviour of pupils in and around the school is satisfactory. In the best lessons at Key Stage 2, pupils' behaviour is excellent. Pupils understand rules and know that the school does not tolerate unkindness.
Attendance	This is satisfactory, but too many families take their children out of school during term time for holidays.
Ethos*	The school provides a sound ethos for learning.
Leadership and management	The school management is satisfactory. The headteacher works appropriately with governors and staff. However, there are differing opinions between some of the senior management team and a lack of involvement of governors in the school development planning. Some curriculum co-ordinators do not monitor the standards of teaching and attainment.
Curriculum	The school provides an appropriately broad and balanced curriculum which meets National Curriculum requirements and the locally agreed syllabus for religious education.
Pupils with special educational needs	The school gives high priority to the support of pupils and it meets the legal requirements. However, in some lessons, pupils are working for too long with teacher assistants.
Spiritual, moral, social & cultural development	The school provides good opportunities for pupils' development but there are limited multi-cultural experiences.
Staffing, resources and accommodation	There is satisfactory deployment of staff, resources and accommodation, including provision of appropriate professional development for staff.
Value for money	The school provides satisfactory value for money.

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

· **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
VII. The good behaviour in some classes.	XIII. Parents would welcome more information or notice that the school encourages other things
VIII. They are pleased that sets have been created for mathematics lessons.	XIV. Physical education is not a high priority.
IX. They appreciate the homework given to pupils.	XV. Pupils with special educational needs feel
X. They are very happy about the new computer suite.	XVI. There is poor communication in some
XI. They appreciate the educational visits which stimulate pupils' interest.	XVII. Pupils are not sufficiently numerate.
XII. Musical performance is a strength.	

There is very good behaviour in the best lessons. The mathematics sets are working well and inspectors noted that pupils are numerate. Of the other things some parents are not happy about, the inspection team agree that in literacy lessons, for instance, there are some pupils with special educational needs who spend too long working with a teacher's assistant. Support staff work hard but parents are correct about their concerns. Often, insufficient activities are planned for them to cover. The standards of information technology are impressive, but class computers are under-used. The school tries hard to communicate with parents and is piloting a new style newsletter. The school works hard to provide extra events and visits to extend the curriculum.

Key issues for action

In order to improve the quality of education provided by the school, the governors, headteacher and staff should:

- improve the effectiveness of the school's management by:
 - reviewing the school development plan ensuring full involvement of governors, staff and parents;
 - ensuring that the senior management team work together to establish improved communication between staff and between the school and parents;
 - developing procedures for monitoring and evaluating curriculum, teaching and use of support staff for pupils with special educational needs;Paragraphs 26, 28, 58-62, 64, 69
- continue to raise the standards in English by:
 - increasing opportunities for pupils to develop speaking skills through role play and drama;
 - extending independent learning and research;
 - continuing to improve the standards of pupils' handwriting together with providing greater opportunity for extended and empathetic writing for a wider audience;Paragraphs 5, 8, 9, 11, 15, 21, 39, 42, 66, 68, 74, 75, 80-92, 110, 112
- review and develop a policy and rationale for the organisation of activities to meet the needs of children who are under five;
- implement new procedures for assessing the under five children's progress involving specialist support staff;
 - Paragraphs 16, 17, 25, 26, 28, 63, 67, 73-79
- increase curriculum opportunities for promoting multi-cultural development.
 - Paragraphs 45, 68, 72, 73

Minor Issues:

- review the activities available for pupils at playtime, particularly dinner time play;
 - Paragraphs 19, 59
- continue to work with parents to reduce the high number of pupil absences for family holidays.
 - Paragraphs 23-24

Introduction

Characteristics of the school

1. The school is situated in a residential area. It was built as separate junior and infant schools and amalgamated in 1983. It became grant maintained in 1994, but now has foundation school status. The majority of pupils live locally, although some come from Hockley and Rochford. The number on roll is 406, with 228 boys and 178 girls. The school is larger than other schools of the same type (compared with the average size nationally of 242 pupils). There are no pupils who speak English as an additional language. The school admits those children whose fifth birthday falls in the autumn or spring term full time each September. The younger, summer born children are admitted in January, when a new class will be created. There are 66 pupils on the special educational needs register, including nine at Stage 3 and above, and three pupils with statements. The number of children with special educational needs (including statements) has increased over the past two years. Just under four per cent of pupils are eligible for free school meals.
2. The school aims to educate the whole child by providing a broad, balanced, stimulating educational experience for all pupils irrespective of age or ability. The school aims to provide high quality teaching and to cover all aspects of the National Curriculum to meet pupils' individual needs.
3. The key issues from the previous inspection report were:
 - to develop strategies and to raise teacher expectations to ensure that pupils of all abilities, especially the most able, are challenged appropriately;
 - to make provision for pupils to set their own targets;
 - to ensure that the role of co-ordinators is accepted by those teachers who have been given subject responsibility. Though there had been in-service provision, the role was underdeveloped;
 - to improve curriculum target setting and ensure that these targets are incorporated with financial details in the school development plan;
 - to ensure consistent quality of teaching through sharing good practice;
 - to put mechanisms in place for evaluating whether or not the school gives value for money;
 - to ensure that communications within and throughout the school are more effective;
 - to meet statutory requirements to include, in full, details of special educational needs in the governors' annual report to parents.

3. Key indicators¹

3. Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	37	29	66

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	33 (30)	36 (30)	34 (29)
	Girls	27 (21)	27 (19)	28 (21)
	Total	60 (51)	63 (32)	62 (50)
Percentage at NC Level 2 or above	School	91 (87)	95 (86)	94 (90)
	National	82 (80)	83 (81)	87 (85)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	34 (32)	32 (29)	35 (34)
	Girls	27 (21)	28 (21)	27 (21)
	Total	61 (53)	60 (50)	62 (55)
Percentage at NC Level 2 or above	School	93 (91)	91 (86)	94 (94)
	National	82 (81)	86 (85)	87 (86)

3. Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	40	20	60

3. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	25 (14)	33 (13)	40 (18)
	Girls	15 (31)	16 (25)	19 (33)
	Total	40 (45)	49 (38)	59 (51)
Percentage at NC Level 4 or above	School	67 (75)	82 (63)	99 (85)
	National	70 (65)	69 (58)	78 (69)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	30 (14)	36 (17)	37 (20)
	Girls	16 (32)	17 (33)	16 (33)
	Total	46 (36)	53 (50)	53 (53)
Percentage at NC Level 4 or above	School	77 (60)	88 (83)	88 (88)
	National	68 (63)	69 (64)	75 (69)

¹ Percentages in parentheses refer to 1997-98, 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	4.2
	Absence	National comparative data	5.6
	Unauthorised	School	0.36
	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	2
	Permanent	1

3.

3. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	10
	Satisfactory or better	93
	Less than satisfactory	7

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

3. **Educational standards achieved by pupils at the school**

3. **Attainment and progress**

4. Children's attainment on entry to the reception class is broadly average in social, creative and physical development. Most children already take turns and readily play with other children. However, there are others who have poor speaking skills and many find it difficult to hold a pencil or to recognise their name. A high proportion have little understanding of numeracy and have difficulties counting accurately to 10. By the time they are five, most make good progress and attain the desirable learning outcomes² for social, creative and physical development. They make satisfactory progress in language and literacy and mathematics, and many will attain the expected standards for five year olds. They have a good knowledge and understanding of the world, and make good progress. The school provides good support for children with special educational needs. They make sound progress in all areas of learning according to their individual ability.
5. In the Key Stage 1 National Curriculum tests for 1999, the percentage of pupils attaining the national expectation of Level 2 or better is above the national average in reading, writing and in mathematics. The results of the teacher assessments were very similar. In science, the results of teachers' assessments were above average too. Analysis of the test results shows that the girls' performance in English is comparable to the boys', but they are doing better in mathematics. Over the last three years, this trend has remained the same with girls attaining slightly better results than the boys. At Key Stage 2 in English, just under three quarters of pupils attained the national expectation of Level 4, and only three pupils attained Level 5. In mathematics and science, the results were better. The percentage attaining the national expectation or above in mathematics was above the national average, with 11 pupils attaining Level 5. In science, the results were well above average. The school has set appropriate targets for raising its standards and its recent results in 1999 show that it is effectively meeting them in mathematics and science. The school has introduced new strategies for raising standards. For instance, it is teaching in ability 'sets' in English and mathematics at Key Stage 2. Additional support is being provided for Year 2 and Year 6 higher attaining pupils but in the inspection it was too early to judge the impact this is having.
6. Throughout the school, the most effective teaching in ability sets or in normal classes is clearly having a significant impact on raising standards, but when the lesson is unsatisfactory and the teacher talks at length to the class, and worksheet activities monopolise the recorded work, then the teaching has little impact on the school's attempts to raise standards.

² Desirable learning Outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy [*speaking, listening, reading and writing; e.g. writing their names and recognising UPPER and lower case*], numeracy [*recognising the meaning of numbers, beginning to add and subtract small numbers, sorting and matching objects and recognising common shapes and patterns*] and personal and social skills [*showing confidence, self respect, ability to work with other children and adults, concentrating, offering ideas, taking turns and sharing*].

7. In English, the standards of speaking and listening by the end of Key Stage 1 are in line with national expectations. Most pupils carefully listen to instructions and they seem to enjoy listening to stories and poems. Many speak confidently, and they like to talk about family events or special interests. In some literacy hours, where the chosen text has not captured the interest of the class, pupils find it difficult to sit for a long time on the carpet. They often become restless and lose concentration. However, by the end of Key Stage 2, most are eager to contribute to class discussions and speak with assurance about a range of subjects. They express their ideas effectively and answer questions relevantly. Throughout the school, pupils with special educational needs are encouraged to participate in discussions and to offer a point of view if they feel able. Sound progress is made by all pupils in speaking and listening.
8. The school promotes good standards of reading which are above the national average by the end of both key stages. In Key Stage 1, most pupils predict the ending of a story and talk confidently about their favourite characters. Many read confidently with expression and show critical interest in the author. By the end of Key Stage 2, pupils read a range of books, but few express an interest in reading good literature and a number do not enjoy reading for pleasure. Many pupils in both key stages belong to the local public library. At Key Stage 1, pupils know the difference between fiction and non-fiction books. By the time they reach Key Stage 2 they have a basic understanding of the Dewey system and understand how to use a glossary. However, they have difficulty skimming and scanning reference books to find out information. Parents eagerly support home reading, and this has a positive impact on the standards attained. Most pupils make satisfactory progress in reading in both key stages, due to the range of opportunities provided to practise and consolidate reading skills. At Key Stage 2, pupils read accurately. However, some reluctant readers, particularly boys, make less progress due to the lack of interesting books available. The school intends to review the resources for the more reluctant readers at the end of Key Stage 2.
9. At the time of the inspection, many pupils' writing standards were likely to reach the national expectation of Level 2 and Level 4 by the end of both key stages. However, few seem likely to reach the higher levels. Pupils of all abilities make satisfactory progress over time, and the majority make satisfactory or good progress in their lessons. By the end of Key Stage 1, most pupils use punctuation accurately. The higher attaining pupils extend their ideas in simple narrative, but use a limited range of adjectives. Most pupils successfully write reports of visits, stories and letters. However, the standard of handwriting is unsatisfactory. It is not well formed nor a consistent size. Although some pupils take care with their handwriting in English lessons, most forget to do so when they record work in other subjects. By the end of Key Stage 2, pupils demonstrate a good understanding of the drafting process, but they have few opportunities for extended writing. Throughout the key stages there is appropriate emphasis on teaching spelling and punctuation. Pupils learn skills systematically in Key Stage 1; by Key Stage 2 they regularly practise spellings and become increasingly accurate.

10. In mathematics at Key Stage 1, pupils write numbers correctly and they recognise repeating patterns. By the end of the key stage, most pupils have a good recall of addition and subtraction facts. They recognise two and three-dimensional shapes and describe their features. They use appropriate mathematical vocabulary. By the end of Key Stage 2, most pupils confidently calculate mentally. They have a good understanding of fractions and decimals, and area and perimeter. Most pupils have a satisfactory knowledge of multiplication tables, although some lack the ability to recall answers to quick-fire questions. Pupils receive suitable opportunities to apply their mathematical skills through work in other subjects, which has a positive impact on standards. Pupils of all abilities, including those with special educational needs, make good progress at both key stages. This is particularly marked in numeracy. The appropriate implementation of the National Numeracy Strategy is having a positive impact on pupils' numeracy skills.

11. The school has successfully improved the standards of science since the last inspection. In Year 1, pupils examine peppers and draw detailed diagrams of halved fruits. In Year 2, pupils understand the essential elements needed to stimulate growth. Pupils name external parts of a plant. They experiment with materials to discover the effects of stretching, bending and squashing and analyse their results. By the end of the key stage, pupils can compare and identify natural and manufactured materials. They understand the need for a fair test and record their predictions, write their results and draw conclusions from them. By the end of Key Stage 2, pupils use a suitably technical scientific vocabulary. In Year 5, as part of their work on physical processes, they have a sound understanding of circuits. In Year 6, pupils already have a clear understanding of physical phenomena. They realise the effects on motion of gravity, air resistance and torsion. They consider different options and solutions, and their answers suggest that at this early stage in the year many are already attaining in line with National Curriculum Level 4. Pupils' rate of progress through Key Stage 1 is satisfactory. In the best lessons, their progress is good. However, lesson observations in Years 2 and 3 show that in some classes where the pace of the lesson is slow, pupils do insufficient work and make unsatisfactory progress. By Year 4, the rate of progress is improved with most pupils making sound progress. By the end of Year 6, pupils make good progress in most lessons and in writing up experiments, and this clearly makes a good contribution to the development of their literacy skills. The making of predictions in science lessons often contributes to work in numeracy.

12. Throughout the school, pupils attain good standards in information technology. At Key Stage 1, pupils work with a variety of programs including controlling a toy robot by entering simple commands. By the end of the key stage, they save and retrieve their work, and master increasingly complex tasks. For example, they select appropriate fonts and use reference materials stored on CD ROMs to research their studies in other subjects. By the end of Year 6, pupils enter information on to spreadsheets and databases, and produce graphs, combining text where necessary. Pupils of all abilities make good progress due to good teaching standards. Pupils make good progress over time and in lessons their progress is often very good; however, computers in classrooms are under-used. This means that computer skills are not reinforced in other lessons.

13. In religious education, pupils, including those with special educational needs, attain standards which are in line with expectations of the locally agreed syllabus by the end of both key stages. Pupils make satisfactory progress at Key Stage 1. They gain factual knowledge of some of the principal faiths in Britain, such as Christianity, Buddhism and Judaism. They know about different religious festivals. Younger pupils understand that harvest deals with moral issues as well as religious ones. They recognise that some people do not have enough food to eat, and make comparisons with stories about sharing from Christian and Buddhist texts. Pupils know that Jesus is special to Christians and that other religious leaders include Moses and Buddha. Pupils make good progress in Key Stage 2. By the end of the key stage, they have an accurate knowledge of Christian stories as well as details of other religions. They know that some festivals are secular, and they have a sound understanding of customs within faiths. By Year 6, pupils are aware of fundamental religious beliefs such as the Reincarnation and Samsara, the law of rebirth.
14. In the National Curriculum subjects of art, geography, history, and physical education, pupils attain the expected standards for their age group. In music lessons, the standard at Key Stage 1 is good with some attaining good standards in instrumental lessons. In design and technology, some very good standards of work are evident at Key Stage 2.
15. Pupils identified as having special educational needs make satisfactory progress overall in relation to their prior attainment. Work set for them in most lessons appropriately matches their needs and provides achievable challenges. Pupils on the higher stages of the special educational needs register make sound progress when working on an individual or small withdrawal group basis. The current practice of withdrawing small groups of special educational needs pupils during the whole of the Literacy Hour is not fully effective in raising progress, as the sessions are too long and pupils miss whole class reading and writing work. On occasions, the work that pupils cover with teacher assistants does not have clearly focused individual targets, and this slows the rate of progress.
15. **Attitudes, behaviour and personal development**
16. The children who are under five and in the reception class have very good attitudes and most behave very well. They help each other and they respect their teacher. They willingly help her to pack activities away. They relate well to each other and when a pupil with special educational needs manages to accomplish something previously too difficult, they spontaneously applaud. Their personal development is very good. They know right from wrong and try hard to please their teacher, particularly when they have to work alone. They get on with their work with remarkable responsibility.
17. Pupils have good attitudes to learning and their behaviour is satisfactory. Most pupils try hard to do their best and show a great interest in their work. Even the youngest apply themselves well to their tasks. Parents confirm that the supportive induction programme, which includes home visits, helps to ensure that children under five start their school career in a positive frame of mind. The school incorporates pupils with special educational needs naturally into its community. They respond well to the support they receive from adults and relate well to their peers.
18. At the start of lessons, pupils settle well and listen attentively to their teachers. Most are able to maintain their concentration, despite noise emanating from open plan teaching areas. A few will resort to inattentive or silly behaviour when the set work or activity fails

to enthuse or interest them. Much of this is due to ineffective teaching. As noted in the last inspection, a few pupils still require strong positive stimulation to retain their attention for longer periods.

19. The behaviour of pupils in and around the school is now only satisfactory rather than at the very good level evident in the last inspection. Pupils understand that rules are necessary to maintain order and that unkind behaviour towards anyone is neither expected nor tolerated. In the year prior to the inspection, one pupil was permanently excluded from the school. The midday supervisors are generally able to maintain an acceptable standard of behaviour in the playground, but their methods of doing so are not always consistent with those most often used by teachers. There is little evidence of supervisors teaching pupils how to play fairly, how to include other groups in their dance routines, their football games or their established areas of the playground. Reward systems and praise from staff successfully encourage pupils to behave and act with consideration for others. All pupils are polite and courteous to adults in school. Most respond positively to the first warning they are given, by acting promptly to amend their behaviour.
20. Pupils form good relationships with one another. When working in groups, they collaborate well and show appropriate respect for each other's opinions. Reception aged pupils frequently encourage their less willing friends to take part in the activity set for them. Parents appreciate the efforts made by the school to encourage their children to form positive relationships with teachers and children in other schools. Educational journeys, particularly those involving an overnight stay, after school clubs in music and sport, and links with other schools provide good social experiences which benefit pupils' personal development.
21. Personal development is good. Pupils welcome the opportunities provided for them to take on responsibility and to contribute to the life of the school community. Their participation in school concerts and assemblies greatly assists their personal and social development. These occasions help build the pupils' confidence, celebrate talent and improve self-esteem. Pupils now take part in setting and working towards clear and achievable targets for their personal development and academic progress. Pupils are beginning to extend their personal study skills by accessing information on computers and using reference books in the library. The school council provides a good structure where pupils discuss and negotiate new initiatives in school with a fair and reasoned sense of responsibility for themselves and others. It was the pupils' suggestion that girls should wear trousers as school uniform and, more recently, that a playground clock would help them to be prompt.
22. Pupils with special educational needs are well integrated and most show positive attitudes to their work, particularly during withdrawal sessions. In class, they are mostly on task although many have a short concentration span. A few pupils with behavioural problems demand extra attention; however, the school handles their problems well. Generally, pupils try hard to do their best and show interest in their work. They work reasonably well together in small groups.

22. **Attendance**

23. Pupils come to school regularly and punctually. Their rate of attendance is satisfactory and in line with that achieved in similar schools. Figures recently submitted show a slight overall improvement on those of the previous year. The school day begins promptly and time keeping for all pupils is generally very good. Pupils arriving after the morning session has started seldom do so without good reason. Teachers mark the registers promptly, with each absence or lateness categorised strictly in accordance with statutory requirements. All unauthorised absences are promptly investigated and dealt with. The punctuality of pupils, combined with efficient registration procedures, enables sessions to start on time with the minimum of disruption.

24. Despite warnings to the contrary, a significant number of parents continue to plan and take their family holidays during term time. In the first four weeks of the autumn term, pupils missed a total of 658 school sessions for this reason. A high proportion of the unauthorised absence rate is due to holidays exceeding 10 days. In general, teachers find holidays during term time have a detrimental effect on the social and academic progress of individual pupils. The attendance of pupils was very good at the time of the last inspection, but with the increased number of term time holidays attendance is now only satisfactory.

24.

24. **Quality of education provided**

24. **Teaching**

25. The quality of teaching of children who are under five is consistently good. The class teacher has a very good understanding of the needs of the under-fives. She uses a variety of imaginative strategies to gain the children's confidence and interest within a class of mixed abilities. For instance, in teaching simple counting to the class, she recognised that some pupils with special educational needs found difficulty counting to three. With no available support from a class assistant or parent, she skilfully managed the whole class through a role play of the story of 'Goldilocks and the Three Bears'. Using dressing-up clothes and appropriate resources to represent the three bears' porridge bowls and spoons, she developed speaking and listening skills. At the same time, she promoted the confidence of those having difficulties so that they successfully managed the counting task. By inviting the others to take part in the story, she promoted their social and creative development. The teacher has high expectations of behaviour, and deals quickly and effectively with any evidence of anti-social attitudes.

26. The school baseline assessment procedures are appropriately in place for the children who are under five. These are used to inform the class teacher's planning, and the teacher also makes informal observations. However, no procedures are in place to record children's rate of progress through the nationally agreed desirable outcomes for this age group. When available, teaching assistants provide very effective support in the reception class. However, because they work elsewhere in the school, they do not take part in the planning for lessons or assess and review the effectiveness of the activities children cover. Consequently, the impact they have on teaching, although positive, is less effective because of their limited involvement. Staff know the parents well and informal communication with parents keeps them informed about their children's progress. The deployment of support staff is very effective in providing

pastoral care and creative and social activities. The children and staff quickly establish good relationships. The staff know and understand individual children well. The support for pupils with special educational needs is good, with evidence of very sensitive management in some cases.

27. Throughout the school, the quality of teaching varies from very good to unsatisfactory. At Key Stage 1, only one lesson was very good, 44 per cent of lessons good and 89 per cent satisfactory. In 11 per cent of lessons, the standards of teaching were unsatisfactory. At Key Stage 2, the teaching is better, with 12 per cent of lessons very good and a further 33 per cent good. Six per cent of the lessons were unsatisfactory. The quality of the teaching is similar to that in the last inspection, but lessons in information technology and religious education were much better, with more being good this time. Teachers plan their work appropriately to cover all National Curriculum subjects. They have suitably implemented the National Literacy and Numeracy projects, although they lack enthusiasm in the shared text work of the Literacy Hour.
28. In the very good lessons, the teachers had a very good knowledge of the subject. For instance, in a very good lesson for children who are under five, the teacher successfully presented the story of 'Hairy McClary' to the class. Her expressive manner captured the children's attention. The skilful techniques she used included very good questions, which promoted a good understanding of rhyming words. In a very good music lesson in Year 2, the lesson was well prepared and the deployment of support staff was good. The teacher had a very good subject knowledge and, using the story of 'Tiddalik', developed pupils' ability to create sounds in different timbres. Another example was in a science lesson in Year 6, where the teacher asked questions to develop an understanding of the effects of gravity. The lesson plan was detailed, indicating learning intentions and stages for developing pupils' understanding of opposing forces. The questions challenged pupils and inspired them to learn. The teacher made very good use of everyday objects and members of the class to demonstrate the effects of changing speed or direction. This very effectively captured the attention of the class. In very good lessons, teachers manage their classes well and give pupils ample opportunity to discuss their ideas and to work at their own pace. High attainers have challenging activities. Teachers provide good support for pupils with special educational needs.
29. In unsatisfactory lessons, the teachers are not clear about the objectives for their lessons. Although the planning identified the topics to be covered and listed the learning intentions, the organisation of groups and recognition of the range of ability in the class were unclear. The teachers had only a limited understanding of the curriculum. For instance, in a science lesson the teacher had not taken into account the limited maturity of the class. Too long was spent with the class sitting on the carpet being instructed. This led to them becoming restless and noisy. The follow-up activity involved too many resources and was so tightly controlled that there was no challenge for the higher attaining pupils.
30. Throughout the school, teachers have appropriate expectations and their class management is satisfactory. At Key Stage 2, the creation of mathematical sets is well organised and effective. Teachers have sound teaching methods, often with all pupils covering the same topic at the same time. The teachers provide regular, appropriate homework in the form of reading and spellings. In the less effective lessons, teachers talk too long to the class. They provide the same activity for the different abilities and expect the more able pupils to extend the work in their own way. For instance, in an

unsatisfactory science lesson on the growth of beans, the lesson plan listed the activities to be covered, with no mention of National Curriculum programmes of study. Pupils sat too long in a circle looking at the shoots. Although the class support included voluntary helpers, the lesson had no pace and consequently pupils lost their concentration. The follow-up work sheet activity led to more time spent colouring pictures than scientific work.

31. The quality of teaching for pupils with special educational needs is at least satisfactory and sometimes good. Staff have good relationships with their pupils and know them well. This enables them to plan suitable work to meet pupils' needs, for example, in the type of written work expected in geography. They use an appropriate range of resources. Good individual support is provided for pupils with the most severe difficulties. Good teaching occurs when pupils receive specialist support closely matched to individual learning targets. Less effective teaching is when the sessions planned are too long and pupils' progress slows.
31. **The curriculum and assessment**
32. The reception class offers a suitable range of activities in its educational programme to promote all the nationally agreed desirable learning outcomes for this age group. Its programme for social development is good. However, because the support for this class is only part time, it is sometimes necessary to provide the same activity for all pupils, at different levels of difficulty. When this happens, the teacher tries hard to intervene with all groups, but is often unable to give specific focused teaching to the most able children, due to the demands from less mature children. Children benefit from being able to play with an appropriate range of activities, including a doctor's surgery. The curriculum for the children who are under five and in the reception class is broad and balanced. Outdoor activities are provided to promote physical development, while class lessons include opportunities for a range of creative activities.
33. The school suitably assesses children in the reception class within their first half term. The school's policy is to achieve this informally and as part of the school class activities. The results are used to inform the class teacher's work and the school analyses trends of performance year on year from this information. However, there are no systems in place for ongoing daily assessment of individual pupils' attainment to inform the teacher's lesson planning. The class teacher assesses, and accordingly adjusts, the activities in her class to meet the needs of individual children who may be falling behind, or who need further challenge. However, this assessment is informal. The school has no agreed policy for recording assessments of each strand of the programme of learning for this age group. There are no procedures for tracking individual children's progress through each element of the nationally agreed desirable learning outcomes for the under-fives.
34. The curriculum is broad and balanced, and fully meets the requirements for the teaching of the National Curriculum and religious education. Since the requirements of the National Curriculum have been altered, the school has responded well in developing its curriculum to keep pace. This is evident in a number of ways. The national strategies for the teaching of literacy and numeracy have been introduced and the curriculum has been amended accordingly. Inevitably, there is less time available to teach other subjects. By structuring the curriculum to allocate specific blocks of time, the school continues to offer worthwhile experiences in a wide range of subjects. The school identified that the teaching of information technology was not achieving sufficiently high

standards. Accordingly, following the addition of a well-equipped computer suite, it modified the curriculum to allow regular timetabled whole-class lessons under the guidance of a specialist teacher.

35. The curriculum successfully promotes pupils' intellectual, physical and personal development and prepares them well for the next stage of education. Good work habits are established and there is a regular programme of homework to reinforce what pupils learn in school. All pupils have equality of access and opportunity to make progress. Teaching assistants make a valuable contribution to the learning of slower learning pupils in many lessons. The quality of planning has improved since the time of the last inspection and teachers receive support in their work from policies and schemes of work that clearly identify what should be taught at particular times in a pupil's time in the school. This ensures that knowledge is developed systematically. Teachers in parallel classes plan together so that pupils cover the same ground.
36. The school has moved away from a topic-based approach. The curriculum is now more focused on the requirements of the National Curriculum. Personal and social education are carefully planned and form an important part of the school's curriculum. It appropriately includes sex education and drugs awareness. Older pupils benefit from learning conversational French and German through a link with a neighbouring secondary school. Pupils and parents welcome this provision. Provision for the arts is satisfactory. Pupils have the opportunity to listen to a range of music and to study the work of great artists.
37. A range of extra-curricular activities enriches the curriculum. Pupils enjoy them and parents value them. The school takes part in matches and tournaments against other schools and pupils benefit from the opportunity to play in competitive teams and to represent the school. In addition to sporting activities, there are also clubs for a variety of musical activities.
38. The school's provision for pupils with special educational needs is satisfactory and meets the Code of Practice for special educational needs³. The school has recently expanded its support and provides full time teaching for small groups withdrawn from class. The school is currently reviewing the effects of withdrawing these pupils for extended support, as this affects the balance of pupils' learning and their progress when they miss parts of other lessons. For example, higher attainers in Year 6 are withdrawn for extra English support during art lessons. The school effectively carries out reviews for special educational needs pupils as required. Pupils have individual education plans with appropriate targets. However, these are sometimes too general. For example, there are no specific targets for monitoring behaviour difficulties.
39. The school has developed a range of procedures to assess pupils' attainment and progress. In addition to the statutory assessments at the end of each key stage, the school regularly administers standardised tests in reading and mathematics. In science and information technology, it uniformly administers tests at the end of each unit of work. It records the results of these assessments on record sheets for each pupil and updates these for all pupils as they move through the school. The school aggregates

³ [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.](#)

the end of key stage assessments and uses the information to set targets for school improvement. A further positive feature of the assessment procedures is the use of individual targets for pupils, to focus their attention when writing. The arrangements for assessing progress in other subjects are more informal. As a result, their administration is inconsistent across the school. In most instances, they are more a record of work covered than a record of pupils' achievements. Furthermore, the quality and use of day-to-day assessment by teachers is patchy. Whilst some make regular notes on individual pupils' development of skills and understanding, and amend their teaching accordingly, others do not. The effect of this is that not all teachers consistently use assessment effectively to modify short-term planning to meet individual pupils' needs. This is a weakness. The quality of marking was criticised during the last inspection. It has not significantly improved since that time and remains inconsistent across the school. Most marking consists of little more than ticks with the occasional comment. There is too little guidance to pupils on how to improve the quality of their work.

40. Recently improved assessment systems for identifying the levels of pupils with special educational needs include personal and social development as well as English and mathematics. The school makes good use of assessment in the reception class for early identification of pupils with special educational needs.

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

41. Provision for pupils' spiritual, moral and social development is good, as it was at the time of the last inspection. Cultural development is satisfactory. Throughout the school, teachers and other adults actively try to promote good standards of behaviour and consideration for others. From their early days in the reception class, children demonstrate their moral, social and spiritual development when they join in school activities. The governors and staff aim to educate the whole child and provide an ethos that develops the moral, spiritual and social aspects of children's personalities.

42. The provision for spiritual development is good. The school aims to provide an atmosphere that supports spiritual development with opportunities for self-expression in writing, art and music across the curriculum. The well-constructed policy for religious education is aiming to give pupils a basic understanding of the concepts, truths and values of Christianity and, to a lesser extent, the Hindu and Jewish faiths. Pupils are not only learning about religions, but from them. Collective worship aims to be inclusive, encouraging pupils to reflect, and encouraging them in the developing of their own moral standards. Spiritual development continues throughout the curriculum. However, there is little planning to provide opportunities to experience awe and wonder, although when such instances occur teachers generally encourage pupils fully. For instance, in a lesson on Christian artefacts, pupils considered the artistic design of texture, line and form. In science, younger pupils experienced the wonder of growth as they observed beans, especially when noting how much growth takes place in a short period of time. The school grounds, surrounded by trees, grass and plants, provide a rich environment for learning and enhance pupils' spiritual development.

43. The provision for moral development is good. The school behaviour policy gives clear guidelines, listing positive actions rather than just sanctions and promoting self-discipline by celebrating achievement. The school aims to help pupils appreciate the world around them, to care for their environment and show respect for property and others, recognising their place in the school community and the wider world. Each class has rules prominently displayed within the room and during circle sessions in personal and

social development lessons there are discussions of right and wrong. The positive discipline policy aims to reward good behaviour if at all possible, and the school offers the Oak Leaf award not just for good behaviour but also for achievement. A positive effect is that there are no graffiti or damage to the building and resources are cared for. School policies, such as that for religious education, are also concerned with issues of morality and ethics, the key concepts of right and wrong, fairness and unfairness, being sorry and asking forgiveness, and the need for rules, rewards and punishments. This reinforces the behaviour policy.

44. The provision for social development is good. Pupils are offered a caring and supportive environment in which to thrive. Pupils take part in music festivals with the school orchestra and joint performances with other choirs, developing co-operative social skills. Visitors from the local community such as the police and church groups lead activities and talk of their roles in the community. Pupils appropriately develop their citizenship roles through an active school council and residential visits. They have the opportunity to contribute to their own learning, working within class on joint projects and taking part in extra-curricular activities. Pupils are responsible around the school, delivering and collecting registers, acting as librarians and prefects, and undertaking assembly duties. They have frequent opportunities to experience visitors from the local community.
45. The provision for cultural development is satisfactory. The school teaches pupils to appreciate their own traditions through visits to places such as Colchester Castle, the Isle of Wight, the British Museum and to concerts, theatres and museums. The school has had an artist in residence, and visits to and by theatre companies, orchestras and musicians, but little ethnic music is used about the school. Although pictures displayed in the school reflect multi-cultural images in photographs, there are few books and other resources which reflect other cultures. While the provision for British cultural development is good, the school provides only limited opportunities to develop a sense of living in a racially mixed world. This position is similar to that identified at the time of the last inspection.
45. **Support, guidance and pupils' welfare**
46. The provision made for the support, guidance and welfare of pupils is good. The school places a strong emphasis on pupils' health, safety and their well-being. Opportunities for the informal support of pupils and their families are good due to the approachability of staff who show a genuine interest and concern for the pupils' personal needs. The previous inspection noted this as a strong feature of the school. Parents are reassured by the good quality of support and guidance provided to their children during the course of the day, and are confident that staff communicate any concerns to them directly and at an early stage. However, although the school's procedures for monitoring the pupils' academic progress in the core subjects are satisfactory, assessment procedures in other subjects provide insufficient information to support the planning for pupils' future progress.
47. There are good procedures for monitoring pupils' personal development. Teachers know the characters and personalities of their pupils well. They make effective use of pupil profiles to chronicle and monitor the pupils' personal progress and development. Midday supervisors record, monitor and discuss with teachers the progress of those pupils who, for a variety of reasons, may need extra support during the lunchtime period. In the early years, the school places considerable emphasis on furthering pupils' social development and skills. Teacher intervention at appropriate points in lessons and

assemblies makes a significant contribution to raising the pupils' self-esteem by making them aware of their individual achievements. Appropriate identification is made of children who may need additional support with their learning, and the support given is effective and valued by parents.

48. The school meets all the legal requirements for health and safety, with close attention given to the implementation of policy by staff and governors, particularly the site and office staff. The member of staff responsible for health and safety and the site maintenance officer make frequent risk assessments of the site and buildings in order to eliminate or control potential risks. Regular fire drills and appliance testing take place and there are very good procedures to record accurately all those on the premises at any one time. Procedures for administering first aid are very good. Detailed records are kept of all accidents and injuries involving pupils and the subsequent contact made with parents. Teachers are aware of the procedures relating to child protection, but non-teaching staff have little knowledge of these.
49. The school operates a structured system of rewards and sanctions through which it satisfactorily manages the behaviour of its pupils. There is no evidence of bullying or harassment. Staff operate the reward system well, but those who are less skilled in behaviour management, particularly the midday supervisors, find it difficult to maintain order without resorting to raised voices or shrill whistles. Clear procedures are in place to ensure that any incidents of bullying are dealt with effectively and consistently. Good records are kept by the headteacher on particularly unacceptable behaviour displayed by pupils. Effective use is made of these records to monitor and eliminate the possible recurrence of such conduct. The school has very good procedures for child protection. Teachers make good use of class time, assembly themes and the school council to support and guide pupils into behaving in an acceptable and responsible manner.
50. Procedures for monitoring pupils' attendance and punctuality are very good. Accurate register entries help teachers and governors to form a clear picture of attendance patterns throughout the school. However, the school has yet to make full use of this information to dissuade parents from taking their children on holiday during term times. The school makes appropriate use of the educational welfare services where families have particular problems in getting their children to school.
50. **Partnership with parents and the community**
51. There are good links between the school, its parents and the local community. Parents eagerly support the work of the school and appreciate the opportunities they have to become involved in their children's learning. They feel that meetings prior to school entry are reassuring and informative. The school has recently started to involve parents in a wider range of school activities and issues, and they have responded well to this initiative.
52. Parents value the work carried out in the reception class and the school has established a good partnership with parents and carers. The class teacher's relationship with them is relaxed, friendly and supportive. As parents or carers deliver and collect their children, they are made to feel welcome, although they do not bring their children right into the classroom. The home visiting programme plays an important part in building effective communication between home and school. This initiative is an improvement since the last inspection.

53. The school has maintained a supportive band of parents identified in the last inspection as being a significant factor in the quality of life at the school. During the week of the inspection, parental or other adult voluntary support was evident in all classrooms, on educational visits and at a netball match with a local school. Some parents are in school for up to three morning or afternoon sessions per week. Open evenings, class assemblies and school concerts attract a keen level of parental and community interest and support. Their attendance helps pupils feel their work is valued. A well-run parents' association arranges social evenings and fund-raising events, maintaining the interest of parents and friends of the school. Parents make significant financial contributions towards an extensive range of facilities and resources for the school, including operating costs of the outdoor swimming pool, low level climbing apparatus and resources for pupils' English and information technology lessons.
54. The quality of information available to parents is of a good standard and has improved since the last inspection. The annual reports on pupils' progress are written in a clear style. They now include hints to parents on what their children need to do to improve their rate of academic progress. During parent and teacher consultation sessions, teachers initiate discussion on the personal and academic targets set for the children, and parents find this information valuable. Parents also appreciate the verbal information they receive on their child's progress during informal chats with their child's class teacher when collecting or delivering their child to school. Parents of pupils with special educational needs participate appropriately in the early identification of their children's needs and in the subsequent review meetings to discuss the progress made.
55. Alongside news on school events, parents value any information in newsletters on topics planned for their child's class. A number of parents indicated that they would like to see more of this type of information, as they feel this helps them prepare their children for specific lessons. The current edition of the governors' annual report covers all the information that must be given to parents. The new prospectus is an attractive document and serves as a convenient point of reference for new and existing parents
56. Parents give very good support to their children's education both at home and in school. At home, they help with activities such as reading, music practice and research for particular topics. As well as providing help in lessons, parents are keen to take part in their children's after-school activities. They willingly coach the school sports teams and are pleased when they see improvements in ball skills. Most parents support the school's homework policy and the essence and spirit of the home/school agreement. Pupils' reading diaries provide a good home/school link and some parents make good use of these. The support given by many parents has a positive impact on pupils' attitudes to work and their progress in lessons.
57. The school works well with the local community and encourages its involvement in various aspects of school life. The community actively demonstrates its support. Visits locally to places of educational interest, visiting theatre groups, musicians, scientists and others add interest to pupils' lessons and assemblies. The pupils' participation in sporting events and music and drama productions helps them appreciate the value of arts in the community. They enhance their spiritual, moral and social development through the worthwhile links made with charitable organisations and local churches. Links with other local schools and community groups, and in particular the secondary school to which most pupils will transfer, have been maintained and in some cases extended since the last inspection. Well-motivated college students give much valued support in classes.

57.

57. **The management and efficiency of the school**

57. **Leadership and management**

58. The leadership and management of the school are sound. The headteacher has the interests of the pupils at heart and their welfare is his priority. He monitors and analyses standards appropriately, in an attempt to evaluate the school's effectiveness and to move the school forward. He provides clear educational direction for the school's work. The governors work well together; they actively take interest in raising the school's standards. They regularly visit the school to see pupils at work and feel proud to be part of the community. The chair of governors has a good relationship with the headteacher and, as a parent, the chair is very enthusiastic about the school's development. The role of the governors has improved since the last inspection. The governors have appropriately allocated one member to oversee the National Literacy and Numeracy Strategies. They also monitor the National Curriculum results and monitor the school's efficiency. The governors also effectively monitor the performance of the headteacher and set targets for future performance. However, their involvement in development planning is limited. Although the school development plan is a detailed document and well presented, governors have little involvement in the process of compiling it. The school complies with all statutory requirements, except that the appraisal of staff has recently lapsed pending new national guidance.
59. The senior management team meets regularly and appropriate minutes record their discussions. Since the last inspection, the school has suitably reviewed the management structure and agreed strategies for communication with other staff. However, within the senior management team there are strong personalities. Occasionally, individuals make decisions without consultation and the approval of the rest of the team. This lack of cohesiveness between some members of the senior management team has a detrimental impact on the school's development planning in order to move it forward.
60. The school has defined the role of the curriculum co-ordinators more clearly as a result of the last inspection. It has allocated non-contact time suitably to the co-ordinators, for reviewing policy and resources. They review their subject termly as part of the school's monitoring process and compile an action plan for inclusion in the school development plan. Co-ordinators offer informal guidance to staff and they monitor the teachers' planning. Sampling of pupils' work in the core subjects of English and mathematics is helping to raise standards. In mathematics, this is successfully influencing the raising of standards. However, often the role of the subject co-ordinator does not yet contribute to the monitoring of teaching standards. The basis of their subject action plan focuses on scrutiny of planning or reviewing of resources rather than raising standards. Members of staff work well together, share ideas and support each other. They are willing to learn and to improve the standard of their teaching.
61. The school aims to educate the whole child by providing a broad, balanced and stimulating educational experience for all pupils irrespective of age or ability. It expects teachers to work hard to cover all aspects of the curriculum to meet individual needs. Parents support these aims. A broad curriculum, with additional activities such as instrumental music and out-of-school educational visits, provides stimulating experiences for pupils. Although the school meets its aims soundly and reflects them in

policies and practice, it takes limited opportunities to encourage enjoyment in learning.

62. The school makes the educational provision for pupils with special educational needs a high priority. The deputy headteacher is the co-ordinator and devotes her teaching commitment to working with small groups, including high attainers from the end of both key stages. The school has appropriately increased its support for pupils with special educational needs since the last report, as the proportion of pupils with special needs has increased. The school aims to integrate these pupils with the rest of their class, in preference to teaching them in withdrawal groups. It provides a good level of additional staff and funding to support pupils' needs, particularly in literacy and numeracy. Suitable plans are in place to evaluate the impact of this support on pupils' attainment and progress. The governing body's annual report has improved its information to parents about special educational needs provision since the last inspection, and this now fully meets statutory requirements. The school manages support from outside agencies well. It does not monitor the effectiveness of special educational needs teaching sufficiently.

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

63. Since the last inspection, the school has maintained its satisfactory quota of suitably qualified and experienced teaching staff. Staff have sufficient knowledge to meet the requirements of the National Curriculum, of religious education and to teach children who are under five. All staff have job descriptions relevant to their role. Specialist teaching in music contributes greatly to the pupils' experience in the subject.

64. The appraisal system has lapsed, and staff development now focuses mostly on curriculum priorities such as the teaching of literacy and numeracy. There is less of a focus on the professional development of individual teachers. Consequently, the school has been able to meet only some of the training needs of its teachers. Some but not all class teachers have met with the headteacher to review their work, and the headteacher has observed individual teaching practice. The school adequately supports teachers new to the school in their induction period, but has no established procedures to support and monitor the effectiveness of staff who take on new responsibilities. It does not always identify the training needs of these staff, nor does it address their needs sufficiently to provide them with the expertise to function effectively. Although there is an adequate number of teaching assistants, their deployment is such that teachers, particularly in the reception class, cannot rely on support. This is particularly apparent when the under-five teacher has inadequate support at crucial times to help with less compliant children. There is no suitably qualified support in the reception class. The school has not yet addressed the training needs of midday supervisors, particularly in relation to managing pupils' behaviour and the procedures for dealing with child protection matters. The work of parents in classes makes a significant contribution to the additional support provided for class teachers.

65. The excellent office staff includes a bursar, and ensures that administration is efficient and provides a friendly contact with parents and visitors to the school. All areas of the school and its grounds show the dedicated commitment of the caretaker and his team in providing a safe, clean and attractive learning environment for all pupils. These very good levels of cleanliness and hygiene in school are assisted by the routine tidying of classrooms carried out by pupils of all ages.

66. The school's accommodation is good. All classrooms afford delightful views of the

surrounding landscaped gardens, grassland and wooded areas. Space for pupils' activities both indoor and outdoor is good. The attractive grounds present a peaceful setting for pupils' art lessons, a valuable resource for their environmental studies and an area conducive to their spiritual development. Teaching areas are large enough to accommodate the number of pupils. Two halls provide appropriate space for assemblies, dining, physical education and music lessons, and one is large enough to accommodate the whole school. The library area provides a good study area for developing pupils' research skills. The open plan design of the building inevitably means that noise travels from one teaching area to the next. This is particularly noticeable at lunchtimes, when chattering lines of infants queue for lunch alongside junior classes still in session. Teachers and most pupils cope admirably with the disturbance this causes, but some pupils have difficulty maintaining their powers of concentration under these conditions.

67. The school has made further improvements to the building since the last inspection, most of which have been partly funded by parents. These include a new high specification information technology suite, attractive raised bedding areas, brick built seating, a garden play area for children under five and a range of fixed low level climbing apparatus for infant pupils. There is improved access to the school for those with physical disabilities.
68. The school is adequately resourced in all areas of the curriculum, with good resources for information technology. The resources in English are good and there is a well organised resource centre for the storage of books and other equipment. However, there is a shortage of some resources used in the Literacy Hour. For example, large copies of poems which can easily be seen by all class members for other year groups. Book areas are an attractive feature of all classrooms and each class has a scheduled time in the library. There are shortages in resources for teaching religious education, where there is a lack of artefacts. There are very few, if any, resources available to pupils to reflect the wide range of cultures and beliefs in a multi-ethnic and multi-cultural society. Outside resources, most of which are within easy reach of the school, such as the parish church, local farms, country parks and museums, are used well by pupils to enrich their learning. The school has responded well to the issue raised by the previous report on the updating of resources for information technology.

68. **The efficiency of the school**

69. The school 's efficiency is good and its financial control and the quality of the school's administration are excellent and greatly improved since the last inspection. The last report said that efficiency was sound and that satisfactory financial planning supported the school development plan. The school has been successful in improving the systems for financial planning and they are now very good. In the last inspection report, the strategic management of resources was satisfactory, but it lacked the involvement of subject co-ordinators. The previous report commented critically on the school's lack of monitoring and particularly the absence of an English co-ordinator. The school has worked hard to improve this position and it has appointed an English co-ordinator. Curriculum co-ordinators are now much more involved; however, some have very little understanding of how monitoring can have an impact on raising standards. The deputy headteacher carries out the role of co-ordinator for the school's provision for pupils with special educational needs and also more able pupils. However, there are no procedures for monitoring the cost effectiveness of this provision. Although teaching and support staff work hard, their use of learning resources and accommodation remains only satisfactory.
70. The school has an effective finance committee which has clear terms of reference and agreed powers of delegation. The vice chair of governors chairs this committee and he regularly monitors the school's budget through consultation with the school bursar. The school effectively uses additional grants to promote higher standards, but receives no ethnic minorities achievement grant. As a former grant maintained school, a significant fund reserve has been accumulated. However, due to the unexpectedly reduced budget this year, the school will need to retain this as contingency to maintain an adequate staffing establishment. In the context of a large budget, the reserve is high and the amount spent per pupil is high. However, the fund reserve will diminish speedily, especially as the school is taking on an increased number of pupils with special educational needs. The school predicts it may have to cut staff to stay within its future anticipated budget.
71. A large amount was spent last year on resources to fund the computer suite and to purchase additional books to resource the National Literacy Strategy. The excellent financial control and school administration ensure the governors are kept very well informed about the school's financial position. Specific grants and funds for pupils with special educational needs are appropriately used to provide additional support in class. However, the effectiveness of this support is not monitored as part of the school development plan.
72. When pupils start school, although they have good social skills, many attain below average standards in literacy and numeracy. By the time they leave the school at the end of Year 6, most attain above average standards in speaking and listening, reading, mathematics and science. They attain average standards in English, information technology and religious education. The quality of the teaching varies and, although almost half of the lessons were good with some being very good, seven per cent of lessons were unsatisfactory. Spiritual, moral, social and cultural development are good, although there are few opportunities for promoting multi-cultural education. Taking all this into account, the school gives satisfactory value for money.

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

72. **Areas of learning for children under five**

72. **Personal and social education**

73. The development of children's personal and social skills is a strength of the provision in reception class and children, including those with special educational needs, make good progress. They make good progress in learning. The school promotes pupils' personal and social skills at all times. Children benefit from joining in activities with other classes, for instance a joint singing session with Year 1 pupils. All children are likely to attain the nationally expected standards for five year olds, and some will have above average social skills. Children settle quickly into the routines of the class as a result of the effective home visiting programme. The good relationships established with parents ensure that children are confident when they start school. In lessons, they are very well managed and sensitively handled when they have difficulty playing with other children in the class doctor's surgery. Children play together well, share their equipment and choose their activities responsibly. They make up their own games. For example, they pretend to care for a blind patient. Their behaviour is good and they know right from wrong. They increasingly become more confident and many have good self-esteem. They develop responsible attitudes, for instance by taking registers to the school office and other simple tasks such as clearing equipment away. The children demonstrate their moral, social and spiritual development when they join in school activities. However, there are only limited opportunities for promoting multi-cultural development.

73. **Language and literacy**

74. The programme for language and literacy promotes the desirable learning outcomes and all children make sound progress. Children join in with a simplified Literacy Hour and develop good attitudes to books. They enjoy writing imaginary prescriptions in the class doctor's surgery and describing their diagnoses in the plenary session at the end of the morning. Children appreciate the importance of books, and they are encouraged to look carefully at written sentences to identify simple three letter words or individual letters at the start of words. As they settle into school they are encouraged to take books home regularly, including books from the school library, to read with parents. However, although many will begin to learn to read by the time they move into Year 1, most will have below average standards in writing. Most children listen to stories and poems with interest. They recognise that print and pictures convey meaning. Tracing activities provide opportunities for children to develop writing skills, and work sheets promote letter recognition. However, the lack of adult support on some days means that children make variable progress. When the teacher has support from a class assistant or volunteer parents, children make good progress in their development of language skills. However, when the teacher is without class support the progress slows.

75. Most children have an increasing confidence in expressing themselves, and they regularly contribute their ideas or speak clearly to the whole class. Some less confident children find it difficult to express their thoughts or answer questions. Regular class discussion and role play encourage those who only respond with one word answers to talk confidently. The school encourages them to contribute to group discussions. Children listen well in their lessons and in school assemblies. They readily follow instructions when activities are explained and they recognise other words which start

with the identified sound for the day. As they mature and become more confident, they acquire a broader vocabulary and recognise an increasing number of words. They practise handwriting and most children have satisfactory pencil control by the time they are five.

75. Mathematics

76. The reception class provides a suitable programme for mathematical development which promotes the desirable learning outcomes. By the time they are five, most children are likely to make good progress and attain the national expectations for this age group. Planned regular counting and number recognition activities imaginatively develop their knowledge of number. Number rhymes and songs are a normal part of the class routines and children readily join in these. The most able recognise and count numbers to 10 and beyond. They know the names of shapes, and sort and match similar shapes. Children know the names of colours and they make patterns using a sequence of colours. They count as they pretend to give out pills or medicines in their play, and they solve simple problems when they build with construction equipment. They learn about money and time and solve simple problems. Opportunities for promoting mathematical development and problem solving when they play are sometimes missed due to lack of additional support.

76. Knowledge and understanding of the world

77. The school's provision for knowledge and understanding of the world is good and it effectively promotes the desirable learning outcomes in this area. Children, including those with special educational needs, make good progress. By the time they are five, they will attain the nationally agreed standards. Children have a developing understanding of time and they recognise the changes in themselves as they grew up from babyhood. They talk about past and present events in the lives of their families. They consider the games their grandparents played. They have regular access to a computer and, as they mature, develop an early understanding of simple programs. They practise using the 'shift' and 'return' keys, and use simple word processing to write their name. They discuss the things they see in the school buildings and grounds and recognise the signs of autumn. They have opportunities to plant bulbs and watch them grow, and to look carefully at natural objects and to make drawings of them. They make simple models and cut and stick pictures from magazines to make a collage. Children confidently use simple tools and construction equipment.

77. Physical development

78. The school satisfactorily promotes physical development. By the time they are five, all children make sound progress and they are likely to attain the nationally agreed expectations for this age group. They have a developing confidence in climbing and balancing, and an awareness of space. They control tricycles with skill and accuracy. They jump and skip, avoiding bumping into each other when they have lessons in the school hall. They have increasing control of tools such as scissors and paint brushes. In their play outside, they confidently manoeuvre wheeled toys. Through joining in with school playtime arrangements and playing with older brothers and sisters, they develop physical confidence.

78. **Creative development**

79. The school provides a sound programme for creative development which promotes the desirable learning outcomes. Most children make sound progress and, by the age of five, they attain nationally agreed standards for five-year-olds. They paint and draw, sometimes using a magnifying glass to check details. They assemble collage pictures using twigs, fir cones and leaves. Children dress up in a range of clothes and role play 'doctors and patients' in the class surgery. They play at pushing each other in a wheel chair, and they look after dolls who have crutches and splints on their legs. They learn songs by heart and many sing in tune. They clap to the rhythm and use simple untuned percussion instruments. They look at famous works of art and paint self portraits with paint, crayon and pencil. By the end of the year, they have some understanding of mixing colours and of shade. They enjoy singing with other classes in the hall. In class circle times, they try to express their feelings.

79. **English, mathematics, science, information technology and religious education**

79. **English**

80. In the Key Stage 1 National Curriculum tests for 1999, the percentage of pupils attaining the national expectation of Level 2 in reading is above the national average and 19 pupils attained Level 3. In writing, the percentage attaining Level 2 was above average and one pupil attained Level 3. The results of the teacher assessments were similar. Analysis of the current test results shows that the girls' performance is comparable to the boys'. Over the last three years, girls have tended to attain slightly better results than the boys. At Key Stage 2, only just under three quarters of pupils attained the national expectation of Level 4 and only three pupils attained Level 5.

81. The inspection judgement is that by the end of the key stages most pupils will attain the national expectations of Level 2 or above at Key Stage 1 and Level 4 or above at Key Stage 2. Since the previous inspection in 1996, there has been an improvement in the reading standards at Key Stage 2 but the standards of handwriting fluctuate. Systematic approaches to teaching spelling and the drafting of work have been introduced. The school is in a good position to achieve its agreed targets for 2000 in Key Stage 2.

82. By the end of Key Stage 1, standards attained in speaking and listening are in line with national averages. The majority of pupils listen attentively to teachers' instructions and listen carefully to each other when invited to share work. They enjoy hearing stories and poems. However, there are a few who are unable to listen well. These pupils become restless and distract others, particularly during the introduction to the Literacy Hour. Most pupils speak confidently and communicate successfully to a range of listeners. They enjoy discussing matters of interest to them. These include a forthcoming birthday party and their favourite television programme. Pupils' confidence in speaking to a large group develops satisfactorily in some classes' discussions in the Literacy Hour. Role play is not an integral part of English, so opportunities for pupils to develop their speaking skills or extend their ideas through talk in imaginative situations are very limited. The lack of these opportunities has an impact on the quality of their descriptive writing and vocabulary.

83. Standards in speaking and listening are above average by the end of Key Stage 2. When given the opportunity, pupils are eager to contribute to class discussions and speak with assurance about a range of subjects. The majority have a sufficiently wide vocabulary to be able to express their ideas effectively and to answer questions relevantly. For example, in a Year 4 class they gave thoughtful explanations of the reasons why certain poems appealed to them more than others. Similarly, in a Year 6 class, pupils articulated their opinions well about the differences in the promotional material used for a film compared to a book. They understood clearly the importance of selecting appropriate language to appeal to the target audience. Such phrases as 'a humorous but heart warming film' were used to describe some features. There is a limited number of drama lessons, but no policy or scheme of work for this area of the curriculum. The absence of such opportunities has the same effect as the lack of role play in Key Stage 1. Throughout the school, pupils with special educational needs receive encouragement to participate in discussions and to offer a point of view if they feel able. All pupils make sound progress in speaking and listening.
84. During the inspection most pupils at Key Stage 1, including the lowest attainers and those with special educational needs, use an appropriate range of strategies to read unfamiliar words. Pupils with special educational needs use the pictures well to tell the story and explain happenings. There are some exceptions to this, and for a small number of pupils these strategies need further development. Most pupils recognise their errors and some correct their mistakes whilst others wait for help. The majority predict what will happen next in the book and recall significant episodes. They talk confidently about their favourite characters from the school's reading schemes. Those who attain in line with the national average or above read confidently and with expression. Pupils know the difference between fiction and non-fiction books. They understand the organisation of a book and can explain the terms 'author', 'illustrator', 'front cover', 'title' and 'page'.
85. By the end of Key Stage 2, pupils read a range of books although some are still completing the school reading scheme. Few pupils express an interest in reading traditional children's classics and a number of pupils do not enjoy reading for pleasure. However, the majority analyse texts critically, discuss writer's intentions with insight, and compare thoughtfully the work of different authors. Most pupils read fluently and use appropriate voice changes to depict different characters or situations in the plot. The less able pupils read more hesitantly and with less accuracy. Many pupils in both key stages belong to the local public library. Pupils recognise fiction and non-fiction books. They explain the Dewey system, and understand the purpose and location of the contents, index and glossary pages in a book. However, information-retrieval skills are not taught in a planned way throughout the school. The absence of a programme to teach the skills systematically is having a constraining effect on pupils' development of skimming and scanning. The school plans to review the provision for this aspect of its work and has plans to extend the reference book provision. All pupils are involved in the home reading scheme. The school maintains records of children's reading and these include comments from pupils' families. However, the school does not record the particular skills and strategies pupils need to practise in order to improve.
86. The majority of boys' and girls' progress is sound in reading in both key stages because of the range of opportunities provided to practise and consolidate reading skills. In Key Stage 1, pupils move steadily through the reading scheme while also choosing books from the classroom collections. In Key Stage 2, pupils read accurately and they explore the wider implications of books. However, there are some reluctant readers, particularly

boys, whose progress is less sound. The school is considering a range of strategies to improve their performance and stimulate their interest in books.

87. Writing standards by the end of both key stages are close to the national average, but the percentages reaching a higher level are below average. Pupils of all abilities make satisfactory progress over time, and the majority make satisfactory or good progress in the lessons. By the end of Key Stage 1, the majority of pupils construct correctly simple sentences and use punctuation accurately. The higher attaining pupils extend their ideas in simple narrative but use a limited range of adjectives. Most pupils carry out successfully a range of writing tasks, for example reports of visits, retelling of stories and personal writing. Standards of handwriting are variable and unsatisfactory. Letters are not well formed nor of a uniform size. Standards of presentation vary. Pupils take most care in handwriting practice, but most pupils do not transfer these skills when writing in other lessons.
88. By the end of Key Stage 2, pupils write in a variety of styles for different purposes including poetry, book reviews and play scripts. For example, pupils in a Year 5 class drafted play scripts and ideas were developed well and organised effectively to create an appropriate atmosphere and purposeful dialogue. Pupils made production notes for a performance noting the type of costume, props and scenery required. A significant feature of the work was the diplomatic way they edited each other's work, pointing out where improvements could be made to sharpen the focus. Pupils demonstrate a good understanding of the drafting process to improve the content and effect and they correct technical inaccuracies. However, opportunities for extended writing so that pupils gain experience of developing plots and characters, are limited. The headteacher recognises the need to increase the amount of time devoted to extended writing and to track more effectively the range of writing styles pupils experience in both key stages. Computers are used well by pupils to word process their finished work. Handwriting remains unsatisfactory in many classes in Key Stage 2 with a number of pupils continuing to print rather than using cursive script. The effective use of homework extends the class work.
89. Throughout the key stages, there is appropriate emphasis on consolidating skills in spelling and punctuation. The school teaches skills systematically in Key Stage 1 and pupils are acquiring a good knowledge of individual letter sounds and names, and familiarity with key words and spelling patterns they meet when reading and writing. In Key Stage 2, regular practice of spelling continues to be an established routine and pupils become increasingly accurate.
90. The National Literacy Strategy is having some impact on pupils' progress and the raising of standards by increasing pupils' exposure to a wider range of literature. It places a high profile on spelling and grammar. However, the daily use of a commercial scheme in the Literacy Hour, whilst providing useful guidelines for staff, is also at times constraining. This is because it is followed so rigorously without due consideration for the particular needs of the class and their level of attainment.
91. Pupils have a keen interest in the subject and work well on the activities organised during the Literacy Hour. They work with sustained concentration and behave responsibly and courteously in the majority of lessons, particularly in Key Stage 2. They listen attentively to the teacher and work well together when engaged in a group activity. In lessons where pupils have opportunities to read out their work or to present ideas to the whole class, they are received with respect. They discuss their English targets and are eager to achieve their stated goal. English makes some contribution to pupils' social

and cultural development through the discussions held.

92. The teaching is satisfactory and on occasions good in Key Stage 1. In Key Stage 2, the teaching is satisfactory, on occasions good, and on one occasion very good. The most effective teaching in both key stages is associated with high expectations and good planning of a range of challenging and interesting activities. Teachers conduct lessons at a good pace and use praise effectively to motivate pupils to achieve well. The use of effective open-ended questioning strategies to develop ideas and stimulate thought are important features of the successful classroom practice. Teachers have a sound subject knowledge and adopt an appropriate range of teaching strategies with a balance between whole-class, small-group and individual work. They also ensure an appropriate balance between teacher and pupil talk in the lesson. The small number of ineffective lessons is the result of poor classroom management, ill-defined learning objectives and activities which fail to secure pupils' interest. On occasions there is an inappropriate match between the commercially produced work sheets used and the pupils' needs and ability. Interventions and responses to pupils' work are helpful and all their work is given value. Marking, however, is inconsistent, with few constructive comments in some classes encouraging pupils to improve. There are good procedures in place for the assessment of pupils' work in reading, spelling and writing during the academic year using standardised tests. Listening is assessed but not pupils' ability to speak to an audience.

92. **Mathematics**

93. In the 1999 National Curriculum tests at Key Stage 1, the percentage attaining the national expectation of Level 2 was above average. Eight pupils attained Level 3. At Key Stage 2, the results were above the national average and average when compared with schools with pupils from similar backgrounds. At both key stages, the 1999 results are an improvement on the previous year when the standard dropped. Apart from 1998 the standards have been sustained over several years. There is no obvious reason to account for the lower standards in 1998. Analysis of the test results over the rest of a three-year period shows that pupils attain standards well above the national average. Current performance indicates that the pupils at the top of the school are attaining above average standards. Younger pupils at the end of Key Stage 1 are achieving standards in line with national expectations.

94. At Key Stage 1, pupils can read and write numbers correctly and can count both forwards and backwards. They can recognise repeating patterns and are beginning to understand place value. By the end of the key stage, most pupils have a sound basic understanding of number and a good recall of addition and subtraction facts. They can identify common two and three-dimensional shapes and can describe their features. All pupils develop a sound mathematical vocabulary. By the time they leave the school, most pupils are confident and proficient in working with number. They have a good understanding of fractions and decimals, and can calculate area and perimeter with accuracy. They can perform calculations involving the four rules of number, explaining the methods they use. They know for themselves when their answers are reasonable and have developed strategies for checking them. Most pupils have a sound knowledge of their multiplication tables, although a minority are not sufficiently sure of them and this leads to unnecessary mistakes being made.

95. Pupils have suitable opportunities to apply their mathematical skills through work in other subjects. In information technology lessons, pupils consolidate their numeracy skills

through their work on spreadsheets and databases. In geography, pupils conduct surveys and present their results in the form of graphs. Work in science provides opportunities for accurate measuring and recording.

96. Pupils of all abilities, including those with special educational needs, make good progress at both key stages. It is particularly marked in the development of numeracy. The introduction of the National Numeracy Strategy is providing a clear structure for continued development in this area. However, the quality of teaching of the strategy is, at present, inconsistent. In order to raise standards, the school has introduced teaching by 'sets' based on pupils' prior attainment. This is having a positive impact on progress as it allows teaching to be more sharply focused on the needs of individual pupils.
97. Pupils' attitudes to learning were good in over half the lessons observed. The quality of work produced over time indicates that the vast majority of pupils take care over the presentation of their work and a pride in what they produce. Tasks are completed and pupils produce a satisfactory amount of well organised work. In lessons, pupils show enjoyment and work with enthusiasm. The majority sustain concentration appropriate for their age and older pupils demonstrate high levels of perseverance and concentration. Pupils form very good relationships and work well co-operatively and collaboratively. They treat equipment with care and share resources sensibly. In a minority of lessons, pupils' attention wavers when the teacher's introduction to the lesson is overlong or the lesson lacks sufficient pace and challenge.
98. The quality of teaching is satisfactory overall. In almost half the lessons observed it was good. The introduction of the National Numeracy Strategy is providing a clear structure for teaching. To support its use the school has purchased a published scheme based on the strategy that provides individual lesson plans. This ensures that every lesson has a clear purpose and that pupils' knowledge, skills and understanding are developed systematically. However, teachers vary in their use of these resources. Whilst some use them correctly as a tool to supplement their teaching skills, others are too constrained by their use. The result of this is that they are not adapting their teaching sufficiently to meet the needs of all the pupils in their class. On one occasion a teacher felt the necessity to move the lesson on when it was evident that not all the pupils had fully understood the process. Whilst high expectations of what pupils can achieve and a brisk lively pace are often the characteristics of the most effective teaching, it is essential to take care that this pace is not at the expense of necessary consolidation. All teachers have a satisfactory knowledge and understanding of both the subject and the requirements of the National Curriculum. They explain clearly, question pupils effectively and encourage efficient thinking. They are skilful in introducing and reinforcing mathematical vocabulary so that pupils are able to use it with accuracy and understanding. All lessons contain some good direct teaching and most strike an appropriate balance between teacher input and pupil activity. The quality of marking is patchy. There is insufficient guidance to show pupils how to improve the quality of their work. There were few occasions when teachers used the information gained from marking pupils' work to modify their teaching to return to a point that needed further clarification.

98. **Science**

99. The school's work in science is a strength. In the National Curriculum teacher assessments at the end of Key Stage 1, a higher than average percentage of pupils attained the national expectation of Level 2. However, compared to other similar schools, the results are only average because of the low numbers attaining Level 3. The results in 1999 are similar to those of the previous year. By the end of Key Stage 2 in 1999, the National Curriculum test results indicate that the percentage attaining the national expectation of Level 4 is above the national average. The percentage attaining the higher Level 5 was also above the national average. Boys and girls attain similar standards at this higher level. The school's analysis of pupil performance and the introduction of curriculum monitoring is helping to raise standards further.
100. The school has successfully improved the standards of science since the last inspection. In Year 1, children examine peppers and draw detailed diagrams of halved fruits to show the arrangement of seeds. They name some less familiar specimens and suggest descriptive words for the different textures of an avocado. In Year 2, pupils understand the requirements for plant growth. They predict whether a bean will grow without light or heat. They know the names for external parts of a plant and have a developing understanding of different life cycles. They experiment with materials to discover the effects of stretching, bending and squashing. They analyse their results to see if the material they use will return to its original shape. By the end of the key stage, pupils can compare and identify natural and manufactured materials. They sort into materials which are man-made or natural products. They identify the use of materials and changes that occur during a manufacturing process. They understand the need for a fair test and record their predictions, write their results and draw conclusions from them.
101. By the end of Key Stage 2, pupils can use a suitably technical scientific vocabulary. They have a good understanding of scientific skills and concepts. This is particularly noticeable in their knowledge of opposing forces. All pupils understand the need for a fair test. For example, in Year 3 they discuss the important features of setting up a test in a simple experiment to find out which glue is most effective for a variety of materials. In Year 5, as part of their work on physical processes, they have a sound understanding of circuits. They draw detailed diagrams to explain their ideas. In Year 6, pupils already have a clear understanding of physical phenomena. They realise the effects on motion of gravity, air resistance and torsion. They relate this work to problems such as the effects on astronauts. They consider different options and solutions, and their answers suggest that many are already attaining in line with National Curriculum Level 4.
102. Pupils make sound progress through Key Stage 1. In the best lessons, their progress is good. However, lesson observations in Years 2 and 3 show that in less effective lessons when the pace is slow, pupils make unsatisfactory progress and insufficient work is covered. By Year 4, the rate of progress improves, with most pupils making sound progress. By the end of the key stage, in Year 6, the progress they make is good and reinforced by additional work as homework. The school's results reflect this increase in the rate of progress. Pupils show significant gains in their ability to plan, organise and carry out scientific investigations as they progress through the school. At Key Stage 2, pupils apply their knowledge to other areas of the curriculum, such as design and technology where they use their knowledge of circuits to make working models. Pupils write up their experiments clearly and draw accurate diagrams. This makes a good contribution to the development of their literacy skills. They make predictions based on probability which contributes to work in numeracy.

103. Pupils with special educational needs make satisfactory progress. When they have good support in lessons where experimenting is taking place, their progress is good. This assists their progress towards their individual targets. In most science lessons, pupils with special educational needs work in mixed ability groups, which gives them mutual support and helps raise their self-esteem.
104. Pupils at both key stages have positive attitudes towards their work. They have a good level of interest and enthusiasm and enjoy experimenting with a variety of materials. At Key Stage 2, this enthusiasm is sometimes at the expense of good practice. For instance, when pupils were allowed to choose their own materials for an experiment, the more adventurous boys tried to use more advanced equipment such as small motors in preparing for an experiment to identify problems in circuits. In another class, they chose metallic materials for their attractive qualities rather than for scientific reasons. Pupils generally work well together and discuss ideas sensibly. Occasionally, boys try to dominate the discussion or the choice of materials. In most lessons, pupils listen carefully, follow instructions and behave responsibly. In unsatisfactory lessons which failed to capture pupils' attention, pupils lacked concentration and had unsatisfactory attitudes to their work. Throughout the school, pupils pay suitable attention to safety issues.
105. The quality of teaching in science is variable throughout the school. Only three lessons were good or very good. Half of the lessons observed were satisfactory and a quarter were unsatisfactory. The school's long, medium and short term planning matches the programmes of study for science in the National Curriculum. In the satisfactory lessons, teachers' planning has relevant learning intentions and clearly identified extension activities for the higher attaining pupils. In one very good lesson, skilful questioning assessed the pupils' understanding of gravity. Many examples were given to demonstrate the effects of force which captured the attention of the whole class. In this lesson, the teacher constantly challenged pupils' thinking and provided opportunities for them to hypothesise and work problems out logically.
106. In the satisfactory lessons throughout the school, lessons have a suitable pace and there is no wastage of time. There is appropriate interaction between teachers and pupils, and opportunities are given for pupils to carry out their own investigations. The teachers have sound expectations of their class. In the best lessons, teachers make the work clear to the pupils and their expectations for productivity are realistic. The management of class routines, control and discipline in these lessons is firm, but allows pupils to discuss and initiate ideas. In these lessons, teachers have a secure subject knowledge. They are enthusiastic about their teaching and often make good links with other subjects.
107. Features of unsatisfactory lessons include teachers talking too long to their classes. When this happens, pupils become restless and lose concentration. Often the teacher attempts to cover too much in one lesson and it is clear that the teacher has insufficient knowledge of work covered in the previous year. In these lessons, the teacher often dominated the discussion and gave insufficient time for pupils to experiment and discover things for themselves. The management of resources was often poor; and sometimes the range of materials was too great. In other lessons, an over-prescriptive approach to investigations resulted in insufficient challenge for the most able pupils. Even when pupils were carrying out less effective investigations, they maintained satisfactory discipline.

107. **Information technology**

108. By the end of both key stages, standards in information technology exceed national expectations. This marks a significant improvement since the time of the last inspection when standards at Key Stage 2 were below national expectations. Since that time, the school has invested heavily in a determined attempt to raise standards. It has developed a well-equipped computer suite, so that a whole class can work together on the computers simultaneously. In addition, it has allocated a specialist teacher to teach the subject. Both of these factors have had a major impact on the improvement in pupils' attainment. The generous level of provision allows pupils considerably more 'hands on' experience than is possible in most schools and there is more direct teaching of computer skills.
109. At Key Stage 1, pupils gain familiarity with the names of the different parts of the computer and the functions of the keyboard and the mouse. They work with a variety of programs, learning to draw pictures, decorate them, experiment with colour and to 'cut and paste'. They learn to control the programmable toy by entering simple commands. By the end of the key stage, they can save and retrieve their work and have a growing confidence and familiarity with information technology as a tool to aid their learning. As they progress through the school, pupils master increasingly complex tasks. They learn to improve the appearance of their work by selecting appropriate fonts and use reference materials stored on CD ROMs to further their studies in other subjects. Pupils' standards are undoubtedly helped by the fact that many have access to computers out of school. Nevertheless, the school provides pupils with a broad and balanced curriculum that systematically develops their knowledge, skills and understanding very effectively. By the time they leave the school, pupils can enter information on to spreadsheets and databases and produce a graph, combine text and graphics and have a thorough understanding of the importance of technology in the modern world and how it affects their lives.
110. Pupils of all abilities, including those with special educational needs, make good progress. This is the result of the high quality of the teaching they receive coupled with the very well structured curriculum, which ensures that knowledge builds upon what pupils already know and can do. Progress increases further in the short session on developing keyboard skills that forms part of most lessons. The development of these skills over time means that pupils do not become frustrated by their inability to locate particular letters or functions of the computer. This provides additional motivation for pupils to utilise the computer for writing stories or for written work in other subjects. Although progress over time is good, and in lessons is often very good, pupils do not use the computers situated in classrooms sufficiently. As a result, pupils are not reinforcing in the classroom the skills and knowledge gained in the computer suite. Furthermore, the school is not exploiting fully the potential of information technology to support learning in other subjects. A more consistent approach to utilising computers in class lessons would result in even better progress.
111. Pupils are very enthusiastic about the subject and use computers and other equipment responsibly. They work well in pairs, concentrating on their task and responding well to other group members. They show perseverance when trying to solve problems, as in a Year 3 lesson when they were trying to discover the attributes that would allow imaginary creatures to cross a bridge in safety. Attitudes to learning are consistently good.

112. The quality of teaching is good. Lessons are well planned and have a clearly defined purpose. The specialist teacher's subject knowledge is very good, and she is alert to possibilities to extend pupils' knowledge and understanding through work in other subjects. A Year 2 class developed their knowledge and understanding of shape and the use of colour through trying to produce a picture on the computer in the style of Piet Mondrian. The 'art' theme is continued at Key Stage 2. Year 4 pupils learned about pointillism and emulated the style of Seurat. The teacher strikes a very good balance between allowing pupils the opportunity to experiment and try out ideas and intervening to take their learning forward. Tasks are planned that challenge pupils and the teachers make efficient and effective use of available resources. The school makes very good use of information technology to support learning in literacy and numeracy in exciting ways. Pupils in Year 4, for example, practise writing for a specific purpose and in a particular style by preparing a 'newspaper' report. In Year 6, pupils work on spreadsheets and, by applying a formula, calculate the cost of staging a party. Where other teachers used computers in classes, the teaching was at least satisfactory. However, these occasions were too infrequent to provide sufficient evidence for an informed judgement.
112. **Religious education**
113. Pupils, including those with special educational needs, attain in line with the expectations of the locally agreed syllabus by the end of both key stages. There is no significant difference in attainment between boys and girls or those of differing abilities.
114. Pupils make satisfactory progress in Key Stage 1. They gain factual knowledge of some of the principal faiths in Britain such as Christianity, Buddhism and Judaism. They have knowledge of Christian festivals such as Harvest, Christmas and Easter, and know that other religions have similar festivals such as the Jewish Sukkot. Younger pupils understand that harvest deals with moral issues as well as religious ones, that some people do not have enough to eat and we must share; they compare stories about sharing from Christian and Buddhist texts. Pupils know that Jesus is special to Christians and that other religious leaders include Moses and Buddha. Older pupils know that different faiths have sacred texts such as the Bible and that parts of the Torah are found in the Christian Bible. Although they have knowledge about faiths, they are less secure in their knowledge of how having a faith can impact on life and living.
115. Pupils make good progress in Key Stage 2. By the end of the key stage, they have accurate knowledge of Christian stories as well as details of other religions. They know that some festivals are secular and others are special to different faiths such as Shabbat to Jews, and Diwali to Hindus. Pupils have a knowledge of customs within faiths, including attendance at church, temple and synagogue and of religions' sacred days and rituals. Older pupils are aware of core beliefs such as Reincarnation, Samsara the law of rebirth, and other religious specific vocabulary such as Atman, Dharma and Karma from the Hindu religion. Pupils identify similarities and differences between the key faiths, including that Christianity and Judaism are monotheistic while Hinduism is pantheistic. Although explanations are not at a deep level, pupils know that some beliefs are common to a number of faiths, being aware of the differences for instance between Jews and Christians although the faiths come from a common root.
116. Pupils' response to their work is satisfactory overall and among the pupils at the beginning and end of Key Stage 2 in particular their response is good or very good. Such pupils produce work that is neat, readable and thoughtful. In class, they

concentrate and persevere, co-operate well with each other and their teacher, take the initiative in discussions and recall what they have learned both within and from outside the classroom. Pupils enjoy their work, especially when using artefacts, maps and sacred texts. They are proud of their practical and displayed work such as the Hindu House Shrines and are able to explain how such shrines are used in a respectful and careful manner. Most pupils have a good rapport with their teachers, other adults and each other. Unfortunately, in weaker lessons, their response to work is poor with a decided lack of reverence for the faith that is the subject of their work and respect to their teachers.

117. Teaching is satisfactory overall, with some good or very good teaching seen at Key Stage 2. In these lessons, pupils experience a sense of awe and wonder, planned to support their development as spiritual beings. Teachers ensure that pupils are clear about their tasks and are developing confidence in their discussions and recording skills. Teachers have secure knowledge of what they are going to teach, especially about the Christian elements. They expect to instruct pupils, giving them new information on faiths and customs. Teachers plan to go beyond the factual to discuss reasons why people believe as they do, especially Christians, Jews and Hindus. Planning is clear and drawn directly from the scheme of work. Teachers manage sessions appropriately, taking care that all can see resources such as pictures and artefacts. Much work in religious education is delivered in discussion sessions, especially when applying religious influences to behaviour, lifestyle or world issues. Teachers use other areas of the school curriculum to support development in religious education. This was particularly noted when pupils were making Hindu Home Shrines which, when using boxes and card to construct shrines, never became just a craft lesson, but rather remained clearly focused on the religious reason for the construction.
118. The school curriculum is in line with that of the locally agreed syllabus, matched to a small range of good quality resources that are appropriate and used well to support the work in classes. The school has artefact boxes for the world faiths and a range of books appropriate to the agreed syllabus and scheme of work. The school makes use of the local Christian community by visiting the local church and by visitors to the school such as the local vicar. The school actively searches for people of different faiths to share their traditions with the school. At present, the religious education co-ordinator does not monitor teaching, but rather supports colleagues through appropriate resources, the scheme of work and informal discussions.

118.

118. **Other subjects or courses**

118. **Art**

119. Pupils attain in line with national expectations for their age group. Across the school, no differences were seen in pupils' attainment due to gender, with those who have a specific educational need attaining levels in line with others within their class. Pupils who have higher art skills and abilities are attaining in line with their abilities. The progress of all pupils is at least satisfactory, with all pupils in Key Stage 1 and a quarter of those in Key Stage 2 making good progress. At Key Stage 1, pupils are able to use a range of malleable materials. They develop appropriate manipulative skills, representing different shapes and textures using their hands and fingers only to roll, stretch, pull, pinch, dent and make points and flat designs in materials such as dough. Samples of their work give evidence of their progress as observers of the natural world with close observational studies of plants and fruits. They are able to work in a range of different media, with displays showing work in paint, pastel, crayon and wax, in two and three dimensions, as well as collage of fabrics and papers, adding materials to produce different textures. Pupils at both key stages are able to use a range of applicators such as brushes, pallet knives, card, rollers and fingers in their work. Along with the consolidation of their practical skills, they are examining and working in the styles and media of artists such as Cézanne, using previously taught skills of perspective and reproduction to reproduce in oil-pastel work originally painted in oils.
120. By the end of Key Stage 2, pupils are able to identify the work of artists such as Rousseau, Lowry, Seurat, Picasso, Giacometti, Mondrian, Van Gogh and O'Keefe, and apply knowledge of these artists' techniques to their own work. Pupils are experimenting in information and control technology, especially with the line and colour of work by Mondrian and Seurat, taking information and techniques across the curriculum into another medium. Pupils are experimenting with colour, line, tone and shape and making progress in the development of their manipulative skills in areas such as close observational drawing, pencil sketching and junk constructions. The work on display gives evidence of the pupils' progress across the wider art curriculum.
121. The response of pupils to their lessons is at least satisfactory and, in Key Stage 1 in particular, pupils responded well. Most pupils are involved with what they are asked to do. They are excited at being able to use their physical and manipulative skills to produce a piece of work for others to see. They work hard and concentrate well, responding to the challenge of improving practical skills and reflecting upon their learning. Unfortunately, in weaker lessons when they are unchallenged or uncertain about what they are to do, they pay scant attention to their teacher, wander around the room and chatter too much to concentrate and focus sufficiently to produce work of a high standard.
122. The quality of teaching is good at Key Stage 1, with very good teaching seen in a quarter of lessons at Key Stage 2. The scheme of work for art has ensured that teachers have a good knowledge of the curriculum. They are able to demonstrate techniques to encourage and develop pupils' knowledge and understanding. Teachers link the work of famous artists to the different techniques to be studied, for instance Cézanne and the post-impressionists, and provide opportunities for pupils to experiment within the style with a different medium. Teachers have high expectations that pupils will

enjoy and develop skills, giving good opportunities for the practice of different techniques, such as reproducing leaves, and for experiment without having to produce a finished product using a range of materials. The teachers of younger pupils organise their classes appropriately with resources to hand, while some teachers of older pupils provide a basic allocation for pupils to select the most appropriate for their work. In most lessons, teachers set a good pace which assists pupils with their conceptual development and learning.

122. Design and technology

123. The school curriculum covers design and technology appropriately. The subject often links to class topics. For example in religious education, pupils assembled shrines as part of a lesson on Hinduism. Pupils work with a broad range of materials, including food, textiles, wood, card, plastic and junk materials. Pupils' attainment in Year 1 is appropriate for the age group, with pupils on track to reach the national expectation by the end of Key Stage 1. As part of a topic on food, they observe vegetables and fruits and examine the patterns made by the seeds. By the end of Year 2, they have a knowledge of different textiles and they make hand puppets. They follow a simple series of instructions, using scissors and glue. In Year 4 they design packaging for a range of purposes, taking into account the shape of the product. By Year 5, they design more complicated models with lifting mechanisms. Some pupils demonstrate a sense of humour when, for instance, two pupils designed a figure with its head lifting off. Pupils, including those with special educational needs, make satisfactory progress in attaining sound designing skills and the confidence to follow them up.

124. Pupils behave well and they have good attitudes to their work. They listen carefully to instructions and follow them with reasonable accuracy. They share materials and take turns. Sometimes they help each other. They choose their equipment and make sensible decisions. Pupils are enthusiastic.

125. During the inspection, it was only possible to observe lessons at Key Stage 1. Consequently, the judgement that teaching is satisfactory overall derives from other evidence, such as wall displays and photographs. Teachers provide a broad range of materials. Tasks are enjoyable and positively contribute to the development of pupils' design and technology skills. Teachers plan their lessons suitably and are well organised. Their relationships with pupils are good. They manage pupils well and keep records of work covered. However, assessment of the skills acquired is in the early stages of development and teachers do not use it to help them plan progressively more difficult tasks.

125. Geography

126. In the last inspection, attainment at Key Stage 1 was in line with national expectations, although pupils had a poor knowledge of the wider world. At the end of Key Stage 2, attainment was below average. Recent improvements include a new geography curriculum. This provides appropriate guidance for teaching and learning, and indicates that planning has improved with clear progression of knowledge and skills across the school and opportunities for assessment identified. Although it is too early to make a judgement on the impact this has on pupils' learning, it shows that the school has addressed effectively the problem of repetition of some topics, such as rivers at Key Stage 2. It has more work planned to develop pupils' knowledge of other places in the world.

127. Pupils throughout the school, including those with special educational needs, are making satisfactory progress. They successfully develop mapping skills to a satisfactory standard. For example, Year 1 pupils make plans and maps of their class, school and immediate local area. They identify natural and man-made features seen on their walk to school for homework. They use a computer with support to move buildings to an appropriate place on a simple map. In Year 2, pupils make an imaginary map of a Scottish island, discuss and select appropriate features such as mountains, a beach, roads and railways. All pupils effectively use a variety of sources of evidence, such as videos, maps and aerial photographs. At Key Stage 2, progress has improved since the last inspection and is satisfactory overall, although progress is less than expected in developing knowledge of places outside the United Kingdom. Pupils have good knowledge of the work of rivers. For example, Year 5 pupils know that rivers have sources, tributaries and mouths, and their effects on landscapes. Pupils undertake fieldwork, including the use of instruments to measure the weather, such as rain gauges.
128. Pupils show positive attitudes towards geography. They listen attentively during discussion times and show interest in their work. Behaviour is satisfactory and the few occasions when pupils' attention started to wander were because the picture resources were too small for them to see properly. They remain on task during written work and co-operate well together.
129. The quality of teaching is satisfactory overall, with an example of good teaching at both key stages. Teachers have secure subject knowledge which promotes progress successfully and has improved since the last inspection. This enables them to use questioning effectively to recall previous knowledge and extend thinking and understanding. Features of good lessons are when teachers motivate pupils well, make use of interesting resources and emphasise the use of correct geographical terms, such as 'erosion' or 'deposition'. Teachers set tasks which appropriately challenge all pupils and they provide support to pupils with special educational needs, enabling them to progress at the same rate as the rest of the class. Less effective teaching is when pupils waste time because they are not clear what they have to do. Teachers make useful links with other subjects, for example through the use of computer generated graphs to display the results of an environmental survey, stories with a geographical theme and the use of maps in history. A residential visit to the Isle of Wight and other educational visits enhance pupils' learning effectively, although the planning does not identify the specific geographical focus of these visits.

129. **History**

130. It was possible to observe only one lesson in history during the inspection due to the timetable. Judgements derive from a scrutiny of pupils' work, planning and policy documents and discussions held with pupils and the teacher responsible for co-ordinating history. In the last inspection, attainment and progress in history were good. Since then, there has been a reduction in the amount of time spent on history, due to the increasing demands of the National Strategies for Literacy and Numeracy, affecting attainment and progress. Progress is now satisfactory for all pupils throughout the school, including those with special educational needs, and attainment is average at the end of both key stages. Pupils are making satisfactory progress in developing a sense of chronology and use dates and terms relating to the passing of time. In Key Stage 1, pupils identify differences between life now and in the past. They talk about why there are differences in the kitchen equipment found in their homes and that seen on a visit to an old house.

131. Pupils at Key Stage 2 show an increasing awareness that the past can be divided into different periods of time, such as the Celts, Romans, Tudors and the Victorian era. They show a satisfactory range and depth of historical knowledge and understanding for their age. In Year 6, pupils know that life and conditions for poor people, for example in the workhouse, were very different before the introduction of social services. Progress and learning are good when work is associated with first hand experience, such as the visit of Year 3 to Colchester Castle, effectively bringing history alive. Pupils make sound progress in developing a sense of historical enquiry and know how to find out and combine information from a range of sources, such as artefacts, books, pictures, photos, videos and visits to museums. For example, pupils used a series of photographs taken by a Year 2 pupil on a historical visit as evidence to answer questions appropriately. The use of computer-based research for older pupils is at an early stage of development.
132. Pupils' attitudes towards history are enthusiastic and some volunteer that it is their favourite subject as it is interesting. They enjoy sharing their historical knowledge. Year 3 pupils are eager to show the finds they had made as archaeologists on a school dig in the mud. They understand that old things are fragile and treat resources and artefacts with respect and care. Having made their own class museum, pupils were looking forward to visiting a real museum. Pupils co-operate well together. They usually take care over the presentation of their written work.
133. With only one lesson observed, it is not possible to make an overall judgement of teaching. Teachers plan well together in year groups. The scrutiny of work shows teachers mostly set appropriate, interesting tasks to meet the different attainment needs of pupils. Occasionally, there is an over-dependence on the use of work sheets and structured work. Although teachers ensure pupils record their work in a variety of forms such as lists, letters and descriptions, opportunities are missed to promote good quality, creative written work. The use of a range of interesting historical visits and visitors, such as a Victorian policeman, enrich the curriculum and are a strength of teaching and promote pupils' cultural development well. Effective links are made with other subjects. For example, pupils study a Roman mosaic and then make their own mosaic in art. Year 1 pupils learn about materials used now and in the past in science, and Year 6 listen to an excerpt from 'Oliver Twist' by Dickens as evidence.
133. **Music**
134. The school is following a full programme of study for music drawn from the National Curriculum. By the ends of both Key Stages 1 and 2, pupils are attaining satisfactory levels, attaining appropriately for their ages and abilities. Pupils' progress over Key Stage 1 is good, and progress over Key Stage 2 is good overall. Throughout Key Stage 1, pupils are making progress in developing their listening skills and are starting to identify instruments in music such as harps and flutes. They are creating specific effects using percussion instruments with different beaters, such as rippling and ringing. They are making progress as tuneful singers with a growing sense of rhythm; they join in with actions and sing two-part rounds. They are developing the skill of evaluating their own and other's performances, making constructive comments about improvements.
135. At Key Stage 2, pupils can identify percussion instruments by sound and know the sounds when they can see but not hear the instrument, devising graphical records of the instruments. They are differentiating between loud and soft sounds, especially in a range of rhythms, and use percussion to define different shades in their music. Older

pupils especially are listening to a wide range of music by different composers and are starting to analyse the instrumentation to define the effects created. Pupils' progress as advanced listeners or users of musical technical language is occurring as a direct result of the quality of teaching, particularly the understanding of the range of abilities within the school and the planning for them all. Pupils are consolidating their orchestral instrument identification skills, and developing the skills of evaluating their own and other's musical dictations along with new learning of combining movement, volume and instruments.

136. Pupils respond well to their lessons in music. They are totally involved, listen very carefully, follow instructions, enjoy their work and concentrate hard. Pupils persevere to identify what they are hearing and work out how it is played, matching sounds to instruments. Pupils use cross-curricular techniques to solve problems, representing in graphic form what they can hear. They take responsibility for their own work and respect each other and their teacher. They critically but kindly evaluate their own and other's work very sensibly, being proud of their achievements. They share resources and generally do all activities in a sensible manner.
137. The quality of teaching seen at Key Stage 1 was all good or very good. At Key Stage 2, the teaching was at least satisfactory, being good or very good in two thirds of lessons seen. The school employs an appropriate specialist music teacher. Teachers have very good subject knowledge, with a clear understanding of how to present work to appeal to listeners and to develop skills. They have high expectations. Teachers' planning is clear and in line with National Curriculum requirements. They choose teaching strategies to optimise learning, skill development and understanding, with structures in place to support weaker pupils while extending the more able appropriately. Teachers demonstrate good management skills, giving respect to pupils' abilities and views and receiving respect back. They use time well and most get a good balance between listening and doing. When the specialist teacher is taking a class, teachers get valuable in-service training by watching both the teaching and learning, and thus are given a lead for future lessons. Other school activities, such as the orchestra, recorder clubs and the choir, have a positive impact on pupils' standards.
137. **Physical education**
138. The inspection team observed lessons in games, gymnastics and an after-school netball club. Pupils' standards in these activities are average at the end of both key stages. Pupils receive the full range of physical education activities over a year. In the last inspection, standards were good generally. The difference in standard is because the judgement focuses on different activities in the physical education curriculum, such as swimming not gymnastics. The school now spends less time on physical education with the recent national emphasis on developing literacy and numeracy, affecting attainment and progress. Progress is sound in games and gymnastics for all pupils throughout the school, including those with special educational needs. The lack of time spent on the main activity part of the lesson reduces progress in gymnastics. Once pupils have appropriately changed, warmed up and cooled down, little time is left to practise and develop pupils' skills. Records show that progress is good in swimming, with the majority of pupils reaching standards above the national expectation to be able to swim 25 metres. The school makes good use of its own outdoor swimming pool and employs a specialist instructor.
139. At Key Stage 1, pupils show appropriate simple ball skills for their age, such as throwing,

bouncing and catching. They perform the basic actions of travelling, curling, stretching and climbing, using the floor and in Year 2 perform a series of movements on a wide range of large apparatus, developing the control of their movements satisfactorily. At Key Stage 2, pupils continue to improve these skills steadily, although the opportunity to perform a more complex sequence of movements on the floor is limited when they have to work on a small mat with insufficient space. All pupils throughout the school show an awareness of safe practices. They respond readily to instructions and carry equipment safely. Pupils work alone and co-operate well with a partner or small group. For example, pupils in Year 5 show imaginative responses to a group sequence of movement with travelling and controlled balances.

140. Pupils' attitudes to physical education are enthusiastic and on the few occasions when they get over-excited they respond quickly to their teachers. Behaviour in the upper classes has improved since the last report and is satisfactory throughout the school. The vast majority of pupils try hard to explore different solutions to a task and willingly volunteer to demonstrate. Pupils show care for each other and are helpful to pupils with physical disabilities, playing sympathetically with them.
141. The quality of teaching is satisfactory overall, with examples of good teaching seen at both key stages. Teachers' planning ensures that appropriate tasks are set to meet the needs of the pupils. In good lessons, teachers maintain a brisk pace with all pupils fully active. They set clear, high expectations of work and behaviour and demonstrate skilfully. The less effective lessons do not use time well. Pupils sit too long waiting for their turn, which affects their progress. Teachers make good use of pupils' demonstrating skills and provide helpful comments, but miss opportunities to ask pupils to make judgements about their own and other's work. They pay good attention to health and safety aspects.
142. Year 6 pupils have a good opportunity to stay at a residential centre and experience a range of adventurous activities, such as fencing, archery and wall climbing. Pupils take part in a good range of extra school activities for all ages. These include hockey, football, netball and athletics in the summer term. Pupils play competitive matches against other schools, often achieving very successful results such as winning a local football tournament.

142. **PART C: INSPECTION DATA**

142. **Summary of inspection evidence**

143. The inspection lasted four days. The inspection team consisted of six inspectors, including the lay inspector. They observed 88 lessons or parts of lessons, amounting to almost 58 hours of observation. The inspection team attended some school assemblies, held discussions with the chair and other members of the governing body, the headteacher, curriculum co-ordinators, support staff and parents. Approximately fifteen hours was spent on these activities. They scrutinised the written work of a representative sample of pupils during the week, and they heard three pupils from most classes reading. Twenty six parents attended a meeting to discuss the work of the school, and the team received and collated 75 responses from the questionnaire sent to all parents. They scrutinised a range of school documentation before the inspection.

143. **DATA AND INDICATORS**

143. **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	406	3	66	16

143. **Teachers and classes**

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	16.2
Number of pupils per qualified teacher:	25.19

143. **Education support staff (YR - Y6)**

Total number of education support staff:	9
Total aggregate hours worked each week:	188

143.

Average class size:	31.2
---------------------	------

143. **Financial data**

Financial year: 1998

	£
Total Income	814,749
Total Expenditure	784,319
Expenditure per pupil	1,803.03
Balance brought forward from previous year	59,776
Balance carried forward to next year	90,206

143. **PARENTAL SURVEY**

Number of questionnaires sent out: 408
 Number of questionnaires returned: 75

143. **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	15	66	10	6	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	20	58	8	7	7
The school handles complaints from parents well	9	42	30	13	6
The school gives me a clear understanding of what is taught	3	66	12	13	6
The school keeps me well informed about my child(ren)'s progress	3	58	13	17	9
The school enables my child(ren) to achieve a good standard of work	15	66	7	4	8
The school encourages children to get involved in more than just their daily lessons	11	40	25	22	2
I am satisfied with the work that my child(ren) is/are expected to do at home	8	56	13	19	4
The school's values and attitudes have a positive effect on my child(ren)	19	53	21	3	4
The school achieves high standards of good behaviour	20	56	15	6	3
My child(ren) like(s) school	38	47	10	3	2

143. **Other issues raised by parents**

- The parents were pleased that the school has accepted children of all mental and physical abilities.
- Concerns about the provision for those pupils who have special educational needs.
- Sometimes it is not easy to discuss any problems with children.