

INSPECTION REPORT

INGRAVE JOHNSTONE CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL

Ingrave, Essex

LEA area: Essex

Unique reference number: 115154

Headteacher: Mr C P James

Reporting inspector: Mr M Newell
10638

Dates of inspection: 12th – 15th June 2000

Inspection number: 190394

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Brentwood Road
Ingrave
Essex

Postcode: CM13 3NU

Telephone number: 01277 810218

Fax number: 01277 810173

Appropriate authority: Governing Body

Name of chair of governors: Mrs S West

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M Newell	Registered inspector	Special Educational Needs Mathematics Music	The school's results and achievements How well are pupils taught How well is the school led and managed What could the school do to improve further
Mr E Langford	Lay inspector	Equal Opportunities	Pupils' attitudes and values How well does the school work in partnership with parents
Mrs P King	Team inspector	Design and Technology Geography Science	How good are the curricular and other opportunities offered to pupils
Mrs J Hill	Team inspector	English as an additional Language Art English Physical Education	
Mrs M Forsman	Team Inspector	Under-fives History Information Technology	How well does the school care for its pupils or students

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk CB8 0TU

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Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Ingrave two miles from Brentwood in Essex. At present there are 206 pupils on roll, 111 boys and 95 girls. This number is higher than at the time of the last inspection. Assessment data shows that children's attainment when they start school is above average. The percentage of pupils known to be eligible for free school meals is 2 per cent, which is below the national average. Approximately 9 per cent of pupils are on the special needs register which is below the national average. One per cent of pupils have a Statement of Special Educational need, a figure that is similar to that found nationally. Although nearly all pupils are of white ethnic origin, the percentage of pupils for whom English is an additional language is slightly higher than found in most schools.

HOW GOOD THE SCHOOL IS

This is a school with many strengths and enables pupils of all abilities to make good progress. The quality of teaching is good overall and the school is very well managed. Pupils form very good relationships with one another and with staff. Behaviour is of a high standard and pupils show very positive attitudes to work and are keen to do well. The school has an effective learning environment where the pupils' personal and social development is fostered alongside their academic achievements. Taking into account all factors the school is providing good value for money.

What the school does well

- Standards in mathematics are well above average and above average in English and science by the time pupils leave school;
- The learning environment present in the school, fosters and nurtures very positive attitudes to school in the pupils;
- The school has high expectations of pupils' learning and behaviour and, as a result, most pupils achieve their potential and behave very well;
- The provision the school makes for pupils' personal development is very good. Relationships between staff and pupils are very good;
- This is a caring, supportive school where pupils' welfare is given a high priority;
- The provision made for pupils with special educational needs is good;
- The good and, on occasions, very good teaching contribute significantly to the quality of pupils' learning;
- The school is well led and managed. Governors are effective in holding the school to account for the quality of education it provides.

What could be improved

- Standards in information technology;
- The effectiveness of monitoring to identify what does or does not work well in teaching and learning;
- The use and analysis of test and assessment data, which needs to be more rigorous to help raise standards.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in November 1996 and improvements are better than could reasonably have been expected. It is now clearly a better school than it was. Standards have risen in English, mathematics and science. The quality of teaching is now much better, with work more accurately matching the needs of the pupils. Policy statements and schemes of work are now in place for all subjects. The school has rightly identified the need to continue to review such documentation in the light of new national initiatives. Procedures to assess what pupils can and cannot do are now of a good standard. The monitoring of teaching and learning has improved but the school development plan clearly and accurately identifies the need for an even more rigorous approach to help raise standards further. The commitment to raising standards of all who work at the school and the Governing Body indicate that the school is well placed to continue to improve.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	A	B
mathematics	B	A	A	B
science	B	A	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows that the school's results in the end of Key Stage 2 National Curriculum tests were well above the national average in English and mathematics and similar to the national average in science. The school performed well in English and mathematics when compared to similar schools but not as well in science. This can be explained by the fact that pupils did not perform as well in the tests as had been expected. Inspection findings show that the number of pupils at the end of Key Stage 2 expected to achieve the nationally expected level (Level 4) in all three subjects is above average. A significant percentage are expected to achieve the next higher level (Level 5) particularly in mathematics. This means that overall, standards are above average in English and science and well above average in mathematics. The school has made good progress towards the targets it has set itself in literacy and numeracy.

At the end of Key Stage 1 attainment is above average in English, mathematics and science. Children under five consistently reach, and a significant minority exceed, the targets of the nationally recommended Desirable Learning Outcomes by the age of five. When pupils leave school at the age of eleven standards in information technology are unsatisfactory. Pupils' work in all other areas of the curriculum is at a level expected across the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn and take a real interest in all they participate in. Pupils' attitudes make an important contribution to the quality of learning in the school.
Behaviour, in and out of classrooms	Very good behaviour both in lessons and outside. Pupils work together very well and show much respect for others' feelings and values.
Personal development and relationships	Very good levels of independence with pupils performing a wide range of duties and jobs. Pupils set their own learning targets, use their initiative and make informed choices. Relationships are of a high standard throughout the school.
Attendance	Very good. Attendance figures for the school are well above average. Pupils are punctual and clearly love coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
36 Lessons seen overall	Good	Good	Good

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

The quality of teaching is good overall. During the week of the inspection 14 per cent of teaching was very good, 57 per cent was good and the rest was satisfactory. No unsatisfactory teaching was observed. Examples of good teaching were seen in all classes with a higher incidence of very good teaching at Key Stage 1. Literacy and numeracy are taught well at both key stages. In most lessons tasks set are challenging and meet the needs of all pupils. Teachers have good subject knowledge, teach basic skills well and manage pupils in an effective manner.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad, relevant and balanced range of learning opportunities. The curriculum is well planned.
Provision for pupils with special educational needs	Good. Pupils are well supported by teachers and learning support staff, who make an important contribution to the progress pupils make.
Provision for pupils' personal development including spiritual, moral, social and cultural development	Provision overall for pupils' personal and social development is very good. Good provision is made for pupils' moral and spiritual development whilst pupils' cultural development is fostered in a satisfactory manner.
How well the school cares for its pupils	This is a caring and supportive school. It is a safe and secure place where teachers and staff know the pupils very well.

The school actively involves parents in the life of the school. The school greatly values the support it receives from parents both in terms of supporting pupils' academic development and in fund raising activities. The school has very good procedures in place to promote good behaviour, attendance and pupils' personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership. Together with the senior management team and staff he has set a clear educational direction for improving the school. The headteacher has nurtured a strong team spirit, where all show a willingness to reflect critically on what they do so as to improve the quality of education that the school provides.
How well the governors fulfil their responsibilities	Very well. The Governing Body is very supportive of the work of the school and through focused, well-planned visits, is most effective in holding the school to account for the quality of education it provides. Financial planning is of a high standard.
The school's evaluation of its performance	The school is starting to analyse test and assessment data and to monitor teaching and learning. At present such strategies are not sharp enough to have their biggest impact on helping to raise standards. These areas have already been identified as priorities in the school's development plan.
The strategic use of resources	Good. All the resources available to the school including teachers, support staff and accommodation, are used to best effect so that they make an important contribution to pupils' learning. The headteacher, staff and governors apply the principles of best value well in their management of available resources.
Staffing, Accommodation and learning Resources	The standard of accommodation is very good and includes extensive playing fields, a quiet area, a wildlife pond and a conservation area and appropriate outdoor play provision for children under the age of five.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children enjoy school. • The good progress children make • The standard of behaviour • The good quality teaching • The manner in which the school is led and managed • The high expectations the school has in terms of academic and personal development • The approachability of staff. 	<ul style="list-style-type: none"> • The amount of work children are expected to complete at home • The information relating to the progress their child is making • Closer links between school and parents • The range of extra-curricular activities

Inspection findings endorse the very positive views held by a high percentage of parents. Parents are right in their perception that homework has not been set on a consistent basis across the school. The school has now addressed this issue by devising a good homework policy and schedule that is to be sent to all parents at the start of the new academic year. Many parents help out on a voluntary basis in school as well as supporting fund-raising activities. The school holds curriculum information evenings which outline to parents what their child will be learning. In addition there are occasions during the year when parents can discuss their child's progress on a formal basis. Teachers are also available at the start and end of each day should parents wish to discuss any problems. These arrangements are considered to be satisfactory. Annual reports of pupils' progress however do not always contain significant information about what children could do to improve further. The school provides a good range of extra-curricular activities throughout the school year and the number and range of these activities is as good as, if not better than, that found in similar schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. This is a school that is achieving well. By the time pupils leave school, their attainment is above average in English and science and well above average in mathematics. A significant percentage of pupils are on track to exceed the level expected of 11 year olds nationally, particularly in mathematics. The effective introduction of the National Numeracy strategy, which has placed more emphasis on the development of mental arithmetic and problem solving skills, has had a most beneficial impact on the standards achieved in mathematics. Overall the good quality of teaching, the very positive attitude to work displayed by pupils and the commitment the school has to raising standards are all-important factors in the good progress and achievement of all pupils.
2. Children's attainment soon after they start in the Reception classes is generally above average with many children possessing good attainment levels in language, mathematics and personal and social development. The vast majority of children attain the nationally recommended Desirable Learning Outcomes by the time they are five with many exceeding the expected levels by the end of their Reception year. Children are keen and enthusiastic learners and respond very well when teaching is challenging. This is more evident in knowledge and understanding of the world, physical development, creative development and personal and social development. As a result children make good progress in these areas of learning. Progress in language and literacy and mathematics is satisfactory overall with progress in reading being good.
3. At Key Stage 1 pupils of all abilities make good progress overall in English, mathematics and science. Teaching is built on high expectations and pupils are keen to do well. The National Literacy and Numeracy Strategies have been implemented in a rigorous and effective manner. The regular mental arithmetic practice sessions and the greater emphasis placed on examining different strategies to solve problems have paid rich dividends in how well pupils achieve. The emphasis the school places on using pupils' literacy skills across the curriculum and in pupils undertaking personal study and research have been instrumental factors in the rise in standards. From an early age the basic skills of literacy and numeracy are taught and developed well. This gives pupils a good foundation on which to build and as a result they are able to develop reading, writing and numeracy skills with a good level of confidence and understanding.
4. The standard that the school now achieves is at a higher level than at the last inspection. A number of factors are responsible for this. There has been a significant improvement in the quality of teaching particularly at Key Stage 1. The manner in which pupils are keen to do well and are enthusiastic about personal study and research means they extend their reading and referencing skills at every opportunity. The school has started to monitor the quality of teaching and learning and gives concise feedback as to how teachers could improve. The school has rightly identified the need to make these procedures more rigorous, regular and systematic in order to have an even greater impact on raising standards.
5. The targets that the school has set itself in literacy and numeracy for the Year 2000 and beyond are realistic and challenging. Again the school has accurately identified

the need for target setting to be sharper so that it takes into account elements within subjects, groups of pupils or particular weaknesses within key stages.

6. The percentage of pupils on the school's register of special educational needs is below the national average. These pupils receive good levels of support and benefit from good quality teaching from both teachers and classroom support staff. Pupils' individual education plans are of a good standard because they contain challenging and realistic targets. The plans are reviewed regularly and parents are fully involved. The good quality provision ensures that these pupils consistently make the progress of which they are capable.
7. The National Curriculum tests for 11-year olds in 1999 showed that pupils' overall attainment in English and mathematics was well above the national average but broadly in line with the national average in science. In mathematics and English the percentage of pupils that exceeded the level expected was also well above average. When compared to similar schools the school's performance was above average in English and mathematics but below average in science. The difference in attainment levels between subjects can be explained by the fact that pupils did not do as well in science as had been predicted by the teacher assessments. Pupils did not use their good scientific knowledge effectively in explaining why things happen as they do. Taking the four years 1996 to 1999 together, pupils' performance was well above the national average in mathematics; above average in English and close to the national average in science. Standards have risen annually, quite significantly in English and mathematics. The rise in science standards has not been as pronounced. Dialogue with the co-ordinator indicates that this is due to the fact that pupils' investigative skills have not been systematically developed at the same rate as their scientific knowledge. This issue is now being addressed. Inspection findings indicate that attainment in mathematics is well above average and above average in English and science. A significant percentage of pupils are on track to exceed the level expected of 11-year-olds in all three subjects, suggesting that in the vast majority of instances pupils will realise their potential and underachievement is not an issue. Boys and girls are performing equally well and both are always eager to achieve their best. Any discrepancies between inspection findings and test results can be explained by natural ability differences between groups of pupils.
8. The results of the end of Key Stage 1 National Curriculum tests and teacher assessments paint an interesting picture. In reading, writing and mathematics pupils' results were broadly in line with the national average but when compared to similar schools the results were well below average in reading and mathematics and below average in writing. In reading and mathematics the percentage of pupils exceeding the level expected for seven-year-olds (Level 3) was well below the national average whilst in writing it was well above. Teacher assessments in speaking and listening and science show a high percentage of pupils achieving the expected level (Level 2), but a small number of pupils achieving the next higher level (Level 3). Extensive discussions with the headteacher indicate that these results were partly due to the ability level of the particular group of pupils and also caused as a result of strict marking and teacher assessments. These assertions are supported by the fact that when the four years 1996 to 1999 are taken together, pupils' performance in writing was well above average and in reading and mathematics above the national averages. Inspection findings indicate that attainment in the present Year 2 class is above average in reading, writing, speaking and listening, mathematics and science. Again boys and girls do equally as well. A significant percentage of pupils will exceed the level expected of 7 year-olds. The consistently good and on occasions very good teaching that is prevalent in this key stage, ensures that work and tasks are challenging, pupils

achieve their potential and there is no evidence to indicate any degree of underachievement.

9. Standards in speaking and listening are above average at the end of both key stages. Younger pupils in school listen very carefully, speak articulately, understand the main points in discussions and make appropriate responses. At Key Stage 2 pupils ask and answer questions with confidence and maturity. In assemblies they speak loudly and with expression. Standards in reading and writing are above average at the end of both key stages. The majority of pupils read fluently and confidently by the end of Key Stage 1. By the end of Key Stage 2 pupils have developed good reading skills because of the systematic teaching of the necessary skills to enable pupils to locate information with ease. The good range of books promotes an interest in literature with reading diaries being used well to track pupils' progress. Many pupils read with great fluency and expression. At the end of Key Stage 1 pupils write in a clear, organised and imaginative manner with appropriate use of punctuation. By the end of Key Stage 2 pupils write well for a variety of audiences and purposes with the best writers capturing the attention of the reader. At present not enough opportunities are provided for pupils to produce extended pieces of writing.
10. By the end of Key Stage 1 the effective implementation of the Numeracy Strategy is reflected in pupils' mental agility and their good knowledge of shape, space and measures. At Key Stage 2 pupils continue to develop their mathematical knowledge and skills at a good pace. The regular opportunities to practise and improve their mental agility as well as examining different strategies to solve problems across all elements of the subject result in a good level of attainment by the end of the key stage.
11. In science at Key Stage 1 pupils are systematically taught the necessary knowledge across elements of the subject. The emphasis the school places on investigative and practical science alongside the development of knowledge, means that by the end of the key stage pupils attain well in the subject. Occasionally insufficient opportunities are provided for pupils to demonstrate their knowledge and investigative skills at the higher level of which they are capable. By the end of Key Stage 2 pupils show a good level of scientific knowledge but an inconsistency during the key stage, of opportunities for pupils to carry out open ended investigations limits the development of high level understanding and skill in experimental and investigative science.
12. Attainment at the end of both key stages in information technology is below the nationally expected level. At Key Stage 1 pupils do not have appropriate word-processing or basic control skills. At Key Stage 2 pupils have not had enough teaching of all elements of the subject to produce appropriate knowledge and skills. The below average standards are linked to a lack of teachers' knowledge and expertise, together with a lack of systematic and progressive teaching of the necessary skills. Computers are not always used to support other areas of the curriculum. However the subject is identified in the school development plan as a priority area for improvement. A very good action plan has been drawn up which, when rigorously implemented, should result in an improvement in standards.
13. Standards in art, design and technology, geography, history, music and physical education are at a satisfactory level throughout the school. A significant percentage of pupils are good musicians who benefit from good quality tuition from specialist teachers. Pupils have developed good research skills through historical and geographical topics which they have been required to study both at school and at home. A significant number of pupils have developed good skills in physical education and have benefited from the large number of inter-school competitions that the school

enters. These competitions not only enhance pupils' physical skills but also add much to their personal and social development.

14. The headteacher, staff and governors have a commitment to ensuring that pupils of all abilities realise their potential. The willingness of all staff to reflect critically on what they do in order to improve, together with good levels of parental support and high levels of motivation demonstrated by pupils, suggest the school is well placed to continue to improve the standards it achieves.

Pupils' attitudes, values and personal development

15. The children aged under-five show very positive attitudes to school and are keen and eager learners. They quickly settle into classroom routines and behaviour is of a high standard.
16. At Key Stage 1 and Key Stage 2 pupils enjoy coming to school and display very good attitudes and an obvious eagerness towards their work. The great majority of pupils listen well, demonstrate high levels of commitment to their learning and many show themselves to be well-motivated and good and enthusiastic learners. The great majority of pupils sustain high levels of concentration during their lessons and collaborate well with one another in group and paired activities.
17. The standard of pupils' behaviour in and around the school is very good and judged to be a real strength of the school. Pupils display a very high degree of confidence and self-discipline in undertaking their work and play activities, and this serves to enhance the positive relationships that exist between staff and pupils. The well-structured system of behaviour rewards and sanctions is clearly understood by pupils, applied in a fair and consistent manner by staff and is proving to be successful in promoting the very good behaviour and discipline observed during the inspection. However during the inspection it was noted that a small percentage of older boys have a tendency to lose concentration and 'drift off task' in their lessons.
18. The school has a good record of no exclusions over the last three years. There was no evidence of any oppressive behaviour or bullying during the inspection and the school is rightly proud of its excellent record of no reported incidents in this area since before the last inspection in 1996. Parents and pupils agree that the very few occasions of inappropriate behaviour that have occurred in school have been swiftly and effectively dealt with by staff to the benefit of all involved.
19. A further strength of the school lies in the very good relationships that exist between pupils and between pupils and adults. Pupils are friendly and considerate towards one another, to staff and to visitors and demonstrate by their actions, and through conversations that they know right from wrong. Many display a natural sensitivity and awareness to the needs of others and good examples were seen in the school of unsolicited help and support being offered to other pupils. Pupils happily take turns without question and willingly share with each other. They treat the property of others and learning resources with care and respect
20. The school provides pupils with a very good range of opportunities for their individual development, many of which are personalised by teachers within each classroom. Pupils willingly accept their assigned responsibilities and take a pride in performing these to the best of their abilities. Of worthy note is the positive manner in which Year 6 pupils eagerly take up and perform the range of whole school responsibilities offered to them. In particular, their close involvement with the younger pupils and the guidance

and support they provide during the weekly paired reading sessions, provides benefit to both sets of pupils and enhances their collective learning and social skills development. The personal development of pupils shows an improvement since the last inspection

21. Pupils' attendance at school is very good and has been maintained at this level since the last inspection. Pupils enjoy coming to school and records show a low level of late arrival. Punctuality within the school is very good and lessons were seen to start on time during the inspection week.
22. Overall the school presents a welcoming and warm, family atmosphere and an ethos of consideration, care and tolerance of others permeates the whole school. The attitudes and behaviour displayed by pupils have a significant impact on the quality of learning within the school.

HOW WELL ARE PUPILS TAUGHT?

23. Teaching in the school is good overall. In the vast majority of lessons the tasks that are set are challenging and enthuse the pupils. Occasionally work is not at this level and pupils' needs are not fully met. Pupils display attitudes to work that are to be commended. They are eager to do well, learn from their mistakes and take part in activities with a high degree of enthusiasm and concentration. The good, and on occasions, very good quality of teaching together with the high levels of motivation shown by the pupils are key factors in the good progress that all pupils make. During the week of inspection, 14 per cent of teaching was judged to be very good, 57 per cent good and the rest satisfactory. No unsatisfactory teaching was observed. Examples of good teaching were seen in all classes with a higher incidence of very good teaching at Key Stage 1. The quality of teaching has improved dramatically since the time of the last inspection particularly at Key Stage 1. This improvement can be accounted for by a change of personnel, higher expectations and a greater readiness of all staff to reflect critically on what they do in order to secure improvement.
24. The school has implemented the National Strategies for the teaching of Literacy and Numeracy in an effective manner. Teachers show a good understanding of both strategies. In literacy a good balance is struck between the teaching of the basic skills of phonics, spelling and grammar alongside the creative development of writing, although more opportunities need to be provided for pupils to write extended pieces of work. As pupils get older they are introduced to a wide range of authors and texts, including poetry and plays. The school places a great deal of emphasis on pupils using their literacy skills across the curriculum. Pupils in Year 6 for example are expected to complete topics of a historical and geographical nature using referencing, writing, and study skills. This initiative has a most positive impact on pupils' literary skills as well as developing their geographical and historical knowledge. Literacy is taught well across the school because well-chosen texts sustain pupils' interest. There is a high proportion of direct teaching of grammar, extending vocabulary and spelling which makes a big impact on what pupils achieve. The coming together of all the class at the end of the lesson is used well by most teachers to assess what has been learned and if necessary to adapt future planning if the learning objectives have not been achieved.
25. The quality of teaching in numeracy is good across the school and very good at Key Stage 1. The teachers throughout the school now provide many opportunities for pupils to practice their mental arithmetic skills through a range of fun and exciting games and activities. This not only enthuses the pupils but also has a big impact on pupils' mental agility skills and speed of recall of number facts. At Key Stage 1 the

teaching is at its best because tasks take full account of the differing ability levels of pupils, and technical language is used well, for example, teasing out the difference between a statement and an hypothesis. Whether it be symmetry, data handling, or shape, teachers at this key stage use incisive questioning to find out what pupils know. They then directly teach specific skills and knowledge that enable pupils to complete their work with confidence, enjoyment and to achieve good levels of attainment. Throughout the school, teachers are increasingly getting pupils to examine ways of solving problems and then sharing them with their classmates. This is good practice which enhances learning significantly. Occasionally lessons do not have enough pace and as a result pupils do not complete enough work to reinforce or extend a specific concept which they have been taught.

26. The teaching of pupils with special educational needs is of a good standard. Pupils are withdrawn for teaching by the special needs co-ordinator or are supported in the classroom by support teachers or support assistants. In all these instances pupils' needs are responded to in an effective manner. All teachers and support staff work closely together to ensure that they provide the best they can for their pupils. Individual education plans are of a good standard because they contain challenging but realistic targets. Parents and class teachers are fully involved, along with the special needs co-ordinator in reviewing pupils' learning, because all parties are working together for the benefit of the pupil. Pupils learn well and make good progress because they are taught by a knowledgeable staff who know their needs and meet them well. In the majority of instances the needs of the higher attaining pupils are being met. In most lessons work is pitched at an appropriate level so that it stretches these pupils. Where this is not the case it is usually because of over direction in subjects such as art, or in science where pupils are not provided with enough opportunities to use their undoubted knowledge in open-ended investigations.
27. The quality of teaching for children under five is good overall with some areas that could be improved further. Teaching encourages children to express their ideas. Strategies to develop children's reading skills are taught well but opportunities for the children to use writing to express their ideas, interests or happenings in their lives are limited. Teaching in the areas of knowledge and understanding of the world, physical and creative development is good because it establishes high expectations. The teaching of mathematics is satisfactory in the manner in which it allows children to acquire basic numeracy skills but on occasions expectations and activities are not challenging enough for the brighter, younger children.
28. Teachers' subject knowledge is generally good at both Key Stages 1 and 2. In subjects such as history teachers use their knowledge to enthuse the pupils. In physical education teachers show good levels of confidence, use examples of pupils' work to outline good practice and make very good use of questions and answers to check and then reinforce pupils' awareness of techniques. Teachers show good awareness of how links with other subjects and the use of resources can be used most effectively to enhance pupils' learning. The school's pond and conservation area is used not only for exploring habitats and the environment but also for observational art. Excellent links have been made with a local country park where the pupils compare insects' habitats in the micro-form within the school grounds, before exploring them in a macro perspective in the country park. In history good links are made within art and music by Year 2 pupils producing sepia style pictures of the Victorian seaside and Year 4 pupils practising a Tudor pavane. In geography teachers make good use of events such as family members' travel to enhance pupils' knowledge of the wider world in which they live. Although the quality of teaching seen during the week of inspection was satisfactory in information technology not all teachers in school have sufficient knowledge and expertise to teach all elements of the subject with confidence. Over

time the necessary skills and knowledge have not been systematically or progressively taught to all pupils which has impeded pupils' progress in the subject and has impacted negatively on the levels of attainment they achieve. The potential of information technology to support other areas of the curriculum has not been exploited. The school has already identified this as an area of weakness and a good quality action plan has been drawn up that includes the implementation of a detailed scheme of work, a more rigorous approach to the monitoring of teaching and learning in the subject and comprehensive in-service training for staff.

29. Teachers' planning is of a good standard at both key stages, particularly at Key Stage 1, where work takes very careful account of the needs of all pupils. A good feature is the way in which all staff are involved in the planning process so that support teachers and staff are made fully aware of what is expected of them and therefore carry out the tasks in a most effective manner. This contributes significantly to the progress made by pupils. On the occasions when planning is not as effective, it is because the full range of pupils' abilities are not taken into account and work presented is either too difficult or too easy. Learning objectives for lessons are often shared with the pupils or written on the board. This is good practice because it makes pupils fully aware of what is expected and they often rise to the challenge.
30. The quality of relationships between pupils and with their teachers is often of a high standard. This all helps to create an atmosphere where teaching and learning are valued and are mutually supportive. There are very few classroom management and control issues. Only occasionally, as is the case with some older Key Stage 2 boys, do pupils impede the quality of teaching and learning through unnecessary contributions and interruptions. In most instances the mutual respect between pupils and teachers enables pupils to be self-critical and to evaluate the work of others in an atmosphere of confidence and trust. This enhances the quality of learning.
31. Throughout the school teachers are adept at providing warranted praise and constructive criticism in equal measure. Any misconceptions that pupils may have, are dealt with sensitively and appropriately, resulting in an improvement in pupils' learning. Pupils' work is marked on a regular basis. The quality of marking however is variable. It is most effective when it celebrates and clearly gives pointers for improvement. It is less effective when it merely consists of a series of ticks or crosses. The keenness of the pupils to learn indicates that they would benefit from a more consistent approach to marking. This is evident from the way that pupils are only too ready to set their own targets for improvement in their work, many of which are achieved. A minority of parents who responded to the parents' questionnaire sent out before the inspection are unhappy with the amount of work their child is expected to complete at home. The amount of homework in Year 6, which includes the completion of extensive personal study and research projects, is appropriate. However the setting and amount of homework has been inconsistent in other parts of the school. To address this issue the school has produced a good quality homework policy and schedule which is to be introduced at the start of the next academic year.
32. Overall the good quality of the teaching is a strength of the school. Together with the very good attitudes to work displayed by pupils, this is a powerful combination because it significantly enhances pupils' progress and learning. All who work at the school show the ability to reflect critically on what they do, to secure improvement. This suggests that taking all factors into account, the school is well placed to sustain and where necessary improve the quality of teaching.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

33. Overall the school provides good learning opportunities for its pupils which are relevant to their ages and interests and fully meet statutory requirements. The curriculum is broad and, apart from deficiencies in information and communications technology, appropriately balanced. The whole curriculum plan gives a useful overview of the organisation of educational provision and policies and schemes of work are in place in all subjects except personal, social and health education, providing satisfactory support for teachers' planning. The pupils' experience is enriched by good musical opportunities, use of the school wildlife area in science and opportunities for personal research in history. Visits to places of historical and geographical interest in the locality enhance teaching. The residential visit enjoyed by Year 6 makes a useful contribution to their personal and social development as well as providing opportunities to improve their information technology expertise and take part in adventurous activities.
34. The range of learning opportunities provided for children under the age of five is good overall. The curriculum provided is geared to the nationally recommended Desirable Learning Outcomes and moves children on to the National Curriculum Programmes of Study.
35. Provision for pupils with special educational needs is good. Pupils are fully integrated into all aspects of school life and this makes an important contribution to their social as well as academic development. Good quality individual education plans are drawn up by the class teachers and the special needs co-ordinator. The targets that are set for these pupils are realistic but challenging. Parents are kept fully informed of their child's progress and are invited to attend review meetings. The good quality provision makes an important contribution to the good progress these pupils make.
36. Strategies for teaching literacy and numeracy are good. The school has successfully implemented the National Literacy and Numeracy Strategies and these are complemented by opportunities to consolidate learning through the teaching of other subjects, such as writing skills in history and science, and data handling in science, design technology and geography. However, insufficient use is made of opportunities to develop and reinforce pupils' information and communication technology skills through other curriculum subjects.
37. Provision of extra-curricular activities is good, especially in Key Stage 2. Music, drama, craft and a wide range of team and individual sporting activities are offered through early morning, lunchtime and after-school clubs. The school enjoys a high level of success in local and county sporting competitions. The quality of this provision enhances pupils' social development as well as their sporting and academic skills.
38. All pupils have good opportunities to take part in the full range of the school's educational provision. Although issues relating to equality of opportunity are raised in various elements of school documentation, there is no separate policy on equal opportunities.
39. Personal, social and health education (PSHE) is implicit in the school ethos, the curriculum for religious education and the daily life of the school. A policy for sex education is in place but, although the oldest pupils do have inputs related to drug abuse, there is no specific policy for drugs education. Pupils in Year 6 experience a range of PSHE, including television programmes, visits from specialist agencies and

simulations organised by the emergency services. Although valuable, these activities are not part of a structured programme and there is no systematic provision for younger pupils' health and social education. The school has rightly recognised this deficiency and the school development plan identifies the need for a more structured approach throughout the school.

40. The community makes a good contribution to pupils' learning through the school's strong connections with the church, a useful relationship with nearby Thorndon Country Park, and various aspects of village life. The school is often a focus for village activities, and pupils take a full part in local events such as the May Pageant, where they all have a role.
41. Relationships with partner institutions are good. In addition to well-established liaison related to pupil transfer, there are strong links with the local secondary school and a cluster of other feeder primary schools, with the aim of developing consistency and continuity in monitoring pupils' progress from the age of four to sixteen.
42. The overall provision for pupils' personal development which includes spiritual, moral, social and cultural development is good. The provision for social development is very good, and good for pupils' spiritual and moral development. Provision for cultural development is satisfactory. There are good opportunities for spiritual development within the context of a Christian setting. Pupils have opportunities to reflect on their own experience and have good experiences of what worship means for believers. Opportunities are provided in assembly for pupils to reflect on what they have heard and how it might impact on their own lives and actions. In lessons attention is drawn to pupils' own experiences of travel and of the natural beauty of the world in which they live.
43. The school encourages the development of a good range of class rules and target setting with pupils. House captains are voted for democratically. Concepts of applying rules and fair play are developed in inter-school competitions. The manner in which the school promotes the concept of a school community results in the older pupils caring for and providing excellent role models for the younger children. Discussions within lessons about a range of issues help pupils to develop a moralistic view-point and to understand that people can hold very different view points.
44. The provision made for pupils' social development is very good. They have an excellent sense of being part of a community. The very good quality of relationships in school make a powerful contribution to forming pupils' attitudes to good social behaviour and self-discipline. The school expects the pupils to behave well, to support one another and to value the feelings and beliefs of others. Staff encourage pupils to work together and support one another. Opportunities are provided for pupils to take part in the daily routines of school life such as preparing for assemblies, setting out equipment and keeping the library tidy. These roles are carried out on a rota basis. In addition older pupils help the Reception children with their reading. The fund-raising events for charities are clear examples of the contribution pupils feel they can make to help those less fortunate than themselves.
45. Provision for pupils' cultural development is satisfactory. Pupils make visits to places of historical and geographical interest. Music has a high profile in school and attention is often drawn to different composers in assemblies. Displays around the school promote art from European and other cultures. Pupils are provided with opportunities to play instruments from different cultures. In religious education lessons pupils learn about other faiths. However visits or visitors to enhance pupils' knowledge and experience of

other faiths and cultures are limited. This has already been identified as an area for improvement by the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school provides a very good standard of care for the pupils in its charge and this represents an improvement in this area since the school's last inspection in 1996. The manner in which the school has developed procedures for child protection, the promotion of good behaviour and the way it has fully provided for the health and safety of the pupils, is very good and is a strength of the school
47. Teachers and support staff know their pupils well. All staff display a high level of care and concern for the pupils and there is evidence of the very good rapport and respect that exists between pupils and staff. Pupils feel safe and happy and have the confidence and independence to raise any queries and concerns they may have with staff.
48. Very effective registration systems are in place that fully comply with statutory requirements and incorporate very good whole school recording and monitoring procedures, to report on and manage all incidents of pupils' absence from school
49. The very good and well-established behaviour management routines help to enhance and promote the self image of pupils and contribute greatly to their very good attitudes to learning. Great emphasis is placed on promoting good behaviour and the school has effective systems in place to encourage and reward pupil's good work and behaviour. The comprehensive whole school behaviour policy is discussed and personalised within each classroom to provide each pupil with a meaningful focus of the school's expectations and rewards for good behaviour and effort. The clear, simple and well displayed conduct and behaviour rules are readily understood by pupils, applied in a fair and consistent manner by staff and successfully used to promote the very good behaviour to be seen in and around the school. During the inspection there was no evidence of any bullying or harassment of pupils. Pupils are aware of the need to inform staff of any inappropriate behaviour of others and past minor incidents are judged by parents and pupils to have been swiftly and effectively dealt with by staff.
50. Very good child protection procedures are in place, which are fully understood and acted upon by staff in the best interests of the pupils. Staff are aware of, and regularly monitor, the well being and welfare of the pupils in their care and are encouraged to respond in a discreet and sensitive manner to any personal queries raised with them. Very good arrangements are in place for the correct management and notification of pupils' injuries and accidents that occur in school.
51. The school has established very good health and safety procedures that embrace the whole spectrum of the pupils' time in the school. During the time of the inspection staff and pupils demonstrated very good health and safety awareness. There is a good practice for whole school evacuation drills to be undertaken each term Risk assessments are undertaken as a matter of routine of school life and regular health and safety inspections are carried out, with all report recommendations being considered by governors and acted upon.
52. There are very good standards of catering achieved in the school with a menu range providing appetising meals and a well balanced diet for pupils. The school premises are maintained to a high level of cleanliness and the school site provides a safe and secure environment for both pupils and adults alike.

53. The school operates good procedures for assessing and monitoring pupils' academic performance and this is an improvement from the time of the last inspection. Assessment procedures ensure that up-to-date and detailed information is readily available. These procedures are most effective in English and mathematics. Monitoring of progress in science is less secure and there is no assessment of information technology. At present the use of assessment data to inform curricular planning is not as rigorous as it could be to have the greatest impact on raising standards. This is a current priority in the school development plan and a number of initiatives are being implemented.
54. The school employs a series of formal assessment procedures throughout both key stages. These produce a large quantity of assessment information, which is diligently recorded by class teachers. The assessment practice requires some rationalisation to gain the maximum value from the information. A profile is created for each pupil and updated at least twice a year. This shows current attainment and cumulative records in all the core subjects except information technology. For English there is also an individual record of achievement containing dated and assessed samples of unaided work. An on-going annual summary document is produced for each pupil showing their attainment in standardised tests. All this information gives teachers a good grasp of what pupils have achieved.
55. The school produces a range of targets some for pupils, some for classes. Pupils are aware of their targets and take them seriously. Detailed analysis of standardised tests is undertaken but the use of data to set targets, guide planning and address shortcomings is at an early stage of development. Information about general trends such as differences in attainment by boys and girls and comparison with similar schools is lacking. The information provided by the yearly assessments is not used consistently to monitor progress or to anticipate and address attainment in specific areas. New practices have been introduced recently for the Year 5 and 6 transition but elsewhere the specific use of assessment to guide curricular planning is under-developed.
56. The use of information from moderation is not yet systematic or structured enough. Moderation is established in English and the school is introducing methods of using information from moderation decisions to improve standards. There is no formal moderation in mathematics and science. Full portfolios of moderated work have yet to be collated. At present there are only limited ways in which information available from moderation impacts on teaching.
57. The practice for monitoring personal development is good and sensitive. Pupils' profiles contain significant information about personal development and are regularly updated. Teachers know their pupils very well and are alert to their personal development. Individual target setting encourages self-discipline and personal effort and covers all areas. The school provides appropriate additional literacy and booster groups for identified pupils. Pupils with special educational needs receive good support in their daily learning and have access to a wide range of specialist services. The assessment strategies for all pupils are also applied in assessing the progress of pupils with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Very good partnership links are in place which provide opportunities for the full and quality involvement of parents in all aspects of their children's educational and personal development. Parents are very supportive of the school, hold the staff in high

regard and believe their children receive a very high standard of care and education during their time at the school

59. The school welcomes and actively encourages all parents to become fully involved in their children's learning. The teachers appreciate greatly the voluntary contribution of some 30 regular parent helpers who provide a valuable, and planned input to the classroom and out-of-school activities in support of the pupils' learning. The school also benefits from the many parents and friends who ably support the school and raise large amounts of money through the events organized by the very active Parents' Association.
60. The close working liaison that exists between teachers and many of the parents has a significant impact on the continuity and quality of pupils' learning and the progress the pupils are achieving. In particular, the school works hard to ensure the full involvement of parents in the development and review of their children's learning. Well organised 'curriculum share' meetings are held each term to inform parents of the subject areas and topic themes being followed by each class. Equally, parent and teacher consultation evenings are well organised each term to formally discuss the progress and achievements of the pupils. Teachers have a good practice to make themselves available prior to the school day for any informal queries raised by parents. The vast majority of parents find these arrangements to be of great value, however a few parents would like written versions of the 'curricular share' meetings and more time to discuss the progress of their child with their teacher during the meeting. Of note is the willingness of teachers to listen to informal queries raised with them and many parents praised the positive response they had received from teachers on various aspects of their children's learning, both in the home and in school.
61. Overall the quality of information provided to parents is good and includes the use of a wide range of media from the daily notice board announcements, regular newsletters and correspondence, to organised meetings designed to raise parental awareness of curricular and pupils' learning related matters.
62. The school Prospectus and Governors' Annual Report are comprehensive publications and viewed by parents as valuable reference documents about all aspects of their child's time in school. End of year progress reports are well written and informative, however these reports do not always include clear pupils' learning targets for the future.
63. An effective home-school agreement system is in place and plans are well advanced for an informative 'new parents' induction booklet and school homework policy to be circulated to parents.
64. Many parents express high praise for the very good induction programmes the school has established and which provide for the efficient and smooth introduction of new parents and pupils into the daily routines of life in the school. Of equal note are the very good and seamless transition arrangements for Year 6 pupils moving up to secondary education and the positive manner in which parents feel fully informed and involved in supporting their children through this process.
65. The ongoing development of the school's partnership arrangements with parents has helped to maintain the good name of the school, raised a positive awareness amongst parents of the successes pupils are achieving and enriches the pupils' learning environment and individual development opportunities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The school is led very effectively by the headteacher. He has set a clear and accurate agenda for school improvement. His systematic and rigorous identification and tackling of priorities has led to an improvement in standards. He ensures that initiatives are introduced at an appropriate pace so that they have the greatest impact on helping to raise standards. In a short time in post he has gained the respect of staff, governors, parents and pupils. He is well supported by an effective senior management team and a committed teaching and non-teaching staff who all make a valuable contribution to the school's development. The Governing Body led by a perceptive and astute chair of governors, plays a significant and important role in holding the school to account for the quality of education it provides.
67. All the staff at the school work well together and there is a strong team spirit evident in the life of the school. All staff show a commitment to achieving and sustaining high standards. They are clear about their role in the school's day-to-day work and all make a significant contribution to bring to life the aims of the school which are articulated in the school prospectus.
68. The senior management team consists of the headteacher, deputy headteacher and Key Stage 1 co-ordinator. Meetings are held on a regular basis, with additional meetings between the head and deputy headteacher. At the meetings issues pertinent to the development of the school are first discussed. Priorities are then fully discussed at whole staff meetings. These procedures enable all staff to feel fully involved in the decision making process and their contributions are valued. This contributes much to the sense of a staff working together to help provide a better quality of education for the pupils in their care.
69. The headteacher and members of the senior management team have carried out a limited number of lesson observations. This has not occurred as much in recent months. The format used to observe lessons is very good because it involves the formal recording of lesson observations with strengths and weaknesses that are shared with the class teacher. In addition the senior management team carries out a regular scrutiny of pupils' books. The findings are again formally recorded and then shared with the class teacher and the whole staff. This is very good practice. At the request of the headteacher the local authority school advisors carried out a mini-review of the school's teaching and learning practices. Their findings together with the school's own evaluations have been used most effectively to identify areas for further development and improvement. The school has rightly recognised that there is a need for the senior management team and curriculum co-ordinators to monitor the quality of teaching and learning on a regular and systematic basis, so that it can have a bigger impact on raising standards, disseminating good practice and tackling any weaknesses where they occur. The school's commitment to this initiative is evident in its financial and development planning where money has been allocated for the next academic year to release curriculum co-ordinators, from class teaching duties.
70. The school has improved much since the time of the last inspection and is clearly a better school than it was. At the last inspection 20 per cent of teaching overall and 40 percent at Key Stage 1 was judged to be unsatisfactory. Changes in teaching personnel and a more rigorous approach to self-evaluation can explain the improvement in the quality of teaching. Standards in English, mathematics and science have improved. Policies and schemes of work to support the teaching and learning in all areas of the curriculum are of better quality and help to ensure that pupils' prior attainment is built on and developed. Procedures to assess pupils' level of attainment have improved. Although there is still further work for the school to do in monitoring the

quality of teaching and learning and in a sharper use of assessment data to target areas for improvement, the school has made good progress since the last inspection. The commitment to high achievement shown by staff and governors suggests that the school is well placed to continue to improve.

71. The Governing Body is very supportive of the work of the school, meets regularly and has an appropriate committee structure in place. The committees have clear terms of reference to guide their work. The school has an excellent system of governor visits to the school. Visits have been made by many governors including the literacy, numeracy and special needs governors. When governors visit the school a well planned agenda with focused classroom observations take place. Dialogue between governors and staff always follow the visit. Each visit is formally recorded and the outcomes shared with the full Governing Body. These procedures are to be commended because they provide governors with first hand knowledge and experience of how the school works. The chair of governors makes many informal, as well as more structured, visits to the school. She has an excellent grasp of the school's strengths and weaknesses and a clear vision of where the school is heading. She encourages all governors to widen their understanding, by attending governor-training sessions. This gives all governors a good insight into initiatives, both local and national, and provides them with an opportunity to set the school in a wider context. Relationships between the governors and the school are very good and foster an atmosphere of mutual trust and respect. This enables the Governing Body to act in a productive and efficient manner as a critical friend to the school.
72. The school, under the guidance of the headteacher draws up a school development plan. The Governing Body and staff meet to decide priority areas for improvement. These priorities are an accurate assessment of what the school needs to address. Each curriculum area and aspect of school life has an action plan that clearly outlines what has been achieved during the last twelve months and what still needs to be addressed. The quality of school development planning is good because it outlines the short and longer term aspirations of the school, targets are costed and procedures to monitor progress towards stated targets are clearly outlined. These factors together with the full involvement of all staff and governors in its drawing up and implementation, makes the school development plan an effective vehicle for school improvement.
73. The school has set itself challenging and realistic targets for literacy and numeracy for the year 2000 and beyond. Progress towards these targets is good. Good procedures are in place to assess and track pupils' academic and personal development. The school however does not analyse all assessment and test data in a rigorous enough manner. Trends in particular elements of subjects, levels within subjects, for example, are not analysed in sufficient depth in order to identify weaknesses, guide future curriculum planning, and set targets for improvement. The school has already recognised this and it is identified as a priority in the school development plan.
74. The long and short term financial planning is of a very good standard. Spending patterns are clearly matched to identified priorities. Financial planning covers a three-year period that enables the school to plan for costly items such as computers and building work. The finance committee works very closely with the headteacher and is most effective in evaluating the effectiveness of major spending decisions such as additional teaching staff, support staff and resources, and their impact on the standards achieved. The day-to-day finances of the school and general administration are carried out in a most competent and industrious manner by the school secretarial staff which in turn allows teachers to concentrate on their teaching duties, knowing full well that administrative tasks and enquiries will be dealt with politely, courteously and

to a high standard. The Governing Body ensures that the principles of best value are applied well before making major spending decisions. This often involves seeking several quotations before committing the school to a purchase and again assessing the impact on standards. Specific grants for teaching in service training and raising standards are used well and have a beneficial impact on teachers' knowledge and expertise as well as moving the school forward. The school provides good value for money.

75. The school employs an appropriate number of qualified staff who are generally deployed in a flexible and effective manner to make best use of their skills. Teachers and their support staff co-operate well with one another to provide the full range of curricular activities for the pupils. The administrative staff, mid-day supervisors and caretakers are dedicated to their duties and ensure that the day-to-day life of the school functions effectively.
76. There is good practice for appraisal in place that is linked to the planning of teachers' development needs. Effective induction procedures have been established for new staff and good systems, including a comprehensive staff handbook, are in place to support the staff working in the school.
77. The school accommodation provides a very good range of interesting and stimulating learning environments and is well used by staff and this has an important impact on pupils' learning and development. Classrooms are of a good size and there is a good provision of storage accommodation for learning resources. There is a good sized hall which provides pupils with full access to indoor physical education activities and the infant and junior libraries provide pupils with good opportunities for quiet reading and independent research. Of worthy note are the separate dining hall and the outside resource building donated by Ford, both of which are well used by pupils, staff and parents.
78. Overall the internal decoration of the school is aesthetically pleasing and good use has been made of bright colours in most of the teaching areas to give a warm and welcoming feel to the school. Walls and flat surfaces around the school are well decorated with examples of pupils' work, photographs of their achievements and a mixture of colourful educational materials, all of which provide for attractive and informative displays in support of pupils' learning.
79. The external fabric of the school is in good order. The playground is marked out with games and pupils have access to a nice screened-off quiet area complete with picnic tables and seats. The grounds include a wildlife nature area with pond secured by fencing and an adjacent large recreation field that is shared with the village and well used by the school for physical education, games and sporting activities.
80. There is no evidence of vandalism, litter or graffiti and the school accommodation is judged to provide a safe and secure environment for pupils and staff alike.
81. Overall the range and quality of educational resources are satisfactory and the school maintains an adequate provision to support pupils' overall learning and development needs. There is a good provision of resources to support music and physical education, however there are limited reading resources to support pupils with special educational needs. All resources are well housed and are easily accessible to teachers and pupils as appropriate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the headteacher, staff, and Governing Body should:

1) improve the standards in information technology by :

- ensuring that all the necessary skills and knowledge are systematically and progressively taught to pupils;
- providing further in-service training for staff;
- using computers more to support work in all areas of the curriculum.
(paragraphs 12, 28, 36, 108, 118, 139, 140, 141, 142, 143)

2) make more rigorous use of all available test and assessment data to help raise standards by:

- identifying areas of strength and weakness and setting targets for improvement;
- using the information to more accurately guide and inform curriculum planning;
- developing portfolios of moderated work which will help teachers assess pupils' work more accurately;
(paragraphs 53, 55, 56, 70, 93, 102, 109, 119, 133, 143)

3) establish a clearly defined role for the senior management team and curriculum co-ordinators that will enable them to:

- regularly and systematically monitor, evaluate and support teaching and learning across the school;
- develop a good knowledge of what does and does not work well in teaching, so that the good practice can be disseminated and any weaknesses tackled.
(paragraphs 69, 102, 112, 119, 123, 127, 133, 138, 143, 150, 155)

Although not key issues, the school should consider the following areas for improvement:

to provide a structured programme for the teaching of pupils' personal and social education *(paragraph 39)*

to examine ways to develop pupils' awareness of cultures other than their own *(paragraph 45)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	57	29	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	206
Number of full-time pupils eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	11	14
	Girls	14	13	15
	Total	28	24	29
Percentage of pupils at NC level 2 or above	School	93 (100)	80 (88)	97 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	15
	Girls	14	15	14
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	93 (92)	93 (92)	97 (88)
	National	82 (80)	86 (81)	87 (84)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	15	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	15	15	14
	Total	25	26	25
Percentage of pupils at NC level 4 or above	School	81 (78)	84 (85)	81 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	13
	Girls	15	15	15
	Total	25	25	28
Percentage of pupils at NC level 4 or above	School	81 (85)	81 (74)	90 (96)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	173
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	26.1
Average class size	29

Education support staff: Y – Y

Total number of education support staff	4
Total aggregate hours worked per week	89

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	

Total number of education support staff	
Total aggregate hours worked per week	

Number of pupils per FTE adult	
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	363734
Total expenditure	367357
Expenditure per pupil	1742
Balance brought forward from previous year	12160
Balance carried forward to next year	8537

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	51	3	0	0
My child is making good progress in school.	34	59	5	0	2
Behaviour in the school is good.	43	53	1	0	3
My child gets the right amount of work to do at home.	23	62	8	4	3
The teaching is good.	46	53	0	0	1
I am kept well informed about how my child is getting on.	32	57	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	54	39	6	0	1
The school expects my child to work hard and achieve his or her best.	58	41	1	0	0
The school works closely with parents.	33	54	11	1	1
The school is well led and managed.	34	57	4	1	4
The school is helping my child become mature and responsible.	42	53	1	0	4
The school provides an interesting range of activities outside lessons.	29	54	10	5	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

82. There is an intake each term into full-time education in the Reception class. Prior to starting school full-time, children attend the morning session only for one term. At the time of the inspection in the summer term there were thirty children in the Reception class all attending full-time. Ten children were still under five. Baseline Assessment is undertaken in September and January and includes both full and part-time pupils.
83. Overall the majority of pupils enter the Reception class with above average levels of attainment and many children have good levels in language, mathematics and personal and social development. Most have already attended playgroups or nursery schools. Baseline Assessment on entry shows that many are well advanced towards the nationally recommended Desirable Learning Outcomes by the time they start school. The vast majority of children attain the Desirable Learning Outcomes by the time they are five and most are exceeding the expected levels by the end of their Reception year.
84. Children under five enjoy the various activities presented to them and never make less than satisfactory progress. In some areas of learning progress is good. They are confident in their relationships with their classmates, teachers and other adults and listen attentively. They are well motivated and are keen to learn.

Personal and Social Development

85. Children under five make good progress in their personal and social development in their first year in school. Most establish effective relationships with their classmates, teachers and other adults. They clearly enjoy paired reading with the oldest pupils in the school. They are polite and sensitive towards the feelings of others. Children are eager to explore any new learning. They work well as part of a group, or independently, and are willing to take turns. They are developing independence in dressing and personal hygiene and understand classroom routines. They initiate ideas, especially in their role-play. Most have developed a good understanding of what is right and wrong and they treat equipment with care. The good teaching which encourages pupils to express their ideas makes a significant contribution to children's progress.

Language and Literacy

86. By the age of five the majority of children have achieved the Desirable Learning Outcomes in this area. Children talk about their experiences, using a growing vocabulary. The regular game of finding Elmer encourages them to use positional vocabulary and be articulate in their answers. They formulate interesting and relevant questions about Australia for a visitor. They enjoy books and handle them carefully, understanding how they are organised. Most can name their own favourite books. Most children are ready to begin the reading at National Curriculum level by the time they are five. They show good early writing skills in letter formation and positioning and are familiar with the alphabet. Children copy with accuracy and use drawings well to communicate ideas. Their independent writing skills are not promoted sufficiently to enable them to write at a level of which they are capable. Children enjoy rhymes and songs and are willing to explain their role-play to the rest of the class. There is good teaching of reading strategies, phonics and handwriting techniques and positive encouragement of speaking and listening, but opportunities for children to use writing

to express themselves are restricted.

Mathematics

87. By the time they are five, children have attained skills in numeracy and mathematics at least in line with the Desirable Learning Outcomes with a significant minority exceeding this level. The children overall have made sound progress. Children use mathematical language satisfactorily and describe and sort everyday items and simple two-dimensional shapes. They recognise numbers and count up to ten and are familiar with numbers to twenty. They understand concepts such as 'bigger than', 'smaller than' and 'one more'. Children under five are beginning to use their numeracy skills to perform simple addition and subtraction sums. They transfer the dots on dominoes into simple recorded sums and are beginning to develop the ability to solve simple problems, for example, in finding missing numbers. Practical activities encourage children to apply their learning, for example, in making a good guess or estimate of how many beans make a handful. The quality of teaching is satisfactory and allows children to acquire basic numeracy skills through a range of strategies. On occasions expectations and activities are inappropriate for the youngest children.

Knowledge and Understanding of the World

88. By the age of five, the majority of children exceed the Desirable Learning Outcomes in this area of learning. Their understanding of materials is developing through their experimentation with plasticine, paint, water and sand. They identify the different texture, appearance and shape of objects. They are developing an awareness of the passing of time as they order the days of the week and they know that things and people change over time. They have studied the growth of bean plants and know the main parts of plants. When using the computer children have good levels of confidence and use the mouse, for example, to produce pictures of flowers and plants. Most children know where they live and are aware of different parts of the world. They understand what are the characteristics of deserts, mountains and cities. The class followed a friend's backpacking journey in Australia and New Zealand through maps and postcards and learnt that there are differences in time, climate and animal life.
89. The school environment provides good opportunities for investigations and structured play and the local area is used well to broaden children's awareness, for example, through a farm visit. The quality of teaching and learning is good. Teaching staff are alert to opportunities which extend pupils' learning whether through questions posed by adults or by children. They take time to give full answers and to listen carefully to the children.

Physical Development

90. Children make good progress in their physical development moving well in any physical exercise and showing increasing control and co-ordination in their movements. They show an increasing awareness of space and use equipment safely and sensibly. They have good levels of agility and poise and many can demonstrate originality in devising movements. They are prepared to demonstrate in front of the others and recognise the value of constructive comments. They are developing fine motor skills through the use of tools in creative activities and use the large outdoor play equipment confidently. The good quality of teaching establishes high expectations and encourages pupils to develop a responsible but enthusiastic approach.

Creative Development

91. By the age of five the majority of children attain standards above those expected for their age in the creative area of learning. There are regular opportunities for them to paint, print and make collages and to use modelling materials such as plasticine. They learn how to stick, glue and cut with increasing control. They are familiar with effects of techniques such as marbling and pop-up mechanisms for greetings cards. Children know many songs and rhymes and are happy to sing. They are adept at adding the appropriate actions. They are developing an appreciation of musical instruments and the quality of sounds for example in matching sounds to the story of the Three Little Pigs. The quality of teaching and learning is good and encourages progress particularly in skill development.
92. The range of learning opportunities provided by the school for the under-fives is good overall. Their curriculum is geared to the Desirable Outcomes for children's Learning and moves children on to the National Curriculum Programmes of Study when appropriate. Imaginative strategies are evident throughout. Expectations are not consistently appropriate given the higher than average attainment on entry. For example, progress in the writing aspects of language is restricted by the lack of independent writing. On occasions the expectations for the youngest pupils in mathematics are not appropriate. The morning timetable largely follows the literacy and numeracy strategy formats. This is modified for the part-time pupils but reduces the time available for appropriate early learning experiences.
93. Teaching and support staff co-operate very well to provide a safe, secure and caring environment. They work together effectively to plan and implement a broad and balanced curriculum. Expectations are made clear to pupils who are given encouragement and praise. Day to day monitoring of pupils' progress and ability is carried out well. There is limited use of baseline information to focus and inform teaching. Accommodation for the under fives within the school is satisfactory. There is a secure outside play area, which provides good opportunities for pupils to use large play equipment and to enjoy an outdoor learning environment.

ENGLISH

94. Inspection findings indicate that attainment at the end of both key stages is above average with a high percentage of pupils on track to achieve the nationally expected level. A significant minority of pupils are on track to exceed this level. Although the end of Key Stage 1 results in 1999 were not particularly good, the results for the four year period 1996-1999 paint a more positive picture and are a better indicator of standards being achieved. Results at Key Stage 2 over the same period have risen annually and show the good progress that the school has made in raising standards.
95. Progress in English has been good since the last inspection. A number of issues have been addressed through the successful implementation of the Literacy Strategy, including writing for different purposes and using a scheme of work. There has been very good improvement in the quality of teaching at Key Stage 1. The teaching of handwriting has improved, fewer worksheets are in use and spelling is taught more systematically. All these initiatives have been successful in raising standards.
96. The standard of writing across the school is good, both within English lessons and across other subjects. Pupils enter Key Stage 1 with a range of technical skills but with limited experience in writing for themselves. By the end of Key Stage 1 higher attaining pupils are able to use capitals and full-stops and occasional speech marks.

Handwriting is joined and legible. Writing is very organised, clear and imaginative. Spelling is generally accurate. Pupils are beginning to write in a variety of styles. Towards the end of Key Stage 2 pupils write neatly and legibly. Most children can punctuate sentences using speech marks, commas and exclamation marks. Further work needs to address the consistency of application of the pen policy across the school. Stories from able pupils show good introductions capturing the attention of the reader as well as good alternative endings. Not enough opportunities are provided for pupils to write extended pieces of work.

97. There are opportunities to use writing across the curriculum, particularly in science, design and technology and history. Pupils write up experiments and record the results of research carefully and clearly. They are encouraged to make their own recordings of science work. Pupils design their own questions for research. In Key Stage 1 pupils have word-processed their written reports on their work on 'Seasides in the Past'. In Key Stage 2 there are many opportunities for individual home study on a range of subjects.
98. Pupils' attainment in speaking and listening is good across both key stages. Pupils in Key Stage 1 talk and listen carefully, understand the main points and make appropriate responses. They listen to questions posed by the teacher or other children and extract relevant information from books. In science pupils talk confidently about their predictions and their experiment outcomes. Pupils answer questions as well as ask their own questions. Pupils in Key Stage 2 use expression when reading poetry aloud. During the Eucharist service pupils spoke out loud and with expression. They acted very well and confidently, with a nice sense of humour.
99. Pupils make good progress in reading. By the end of Key Stage 1 the majority of pupils read fluently and confidently. The more able pupils in Key Stage 1 are beginning to extract information from books using contents and index pages. Pupils in Key Stage 2 read well and with confidence. Able pupils read with great fluency and expression. Less able pupils are eager to read. Pupils can talk about what makes a good book. Pupils have good access to a range of fiction and non-fiction books through the school library and the nearby library at Brentwood. The school provides good opportunities for quiet reading. Reading diaries are used effectively by parents and teachers across the school.
100. Pupils are enthusiastic in English lessons and listen attentively to teachers and each other. They concentrate well on their tasks. However, a small group of older pupils in Key Stage 2 do not remain on task and maintain pace without direct teacher supervision. Pupils take pride in presentation.
101. The quality of teaching is good across both key stages. In lessons a good balance is struck between the teaching of the basic skills of phonics, spelling and grammar alongside the creative development of writing, although more opportunities need to be provided for pupils to write extended pieces of work. As pupils get older they are introduced to a wide range of authors and texts, including poetry and plays. Pupils in Year 6 are expected to complete topics of a historical and geographical nature using referencing, writing, and study skills. This initiative has a most positive impact on pupils' literary skills as well as developing their geographical and historical knowledge. Literacy is taught well across the school because well-chosen texts sustain pupils' interest. There is a higher proportion of direct teaching of grammar, extending vocabulary and spelling which make a big impact in what pupils' achieve. The coming together of all the class at the end of the lesson is used well by most teachers to assess what has been learned and if necessary to adapt future planning if learning objectives have not been successful. Teachers have good subject knowledge. They

make good use of probing questioning to extend pupils' vocabulary and understanding. Work is usually marked with positive and constructive comments but on occasions marking is not always used to outline to pupils what they need to do to improve. Clear targets are set with the pupils. Teachers set a range of tasks, ensuring breadth and balance, using a range of resources. Opportunities need to be made available for pupils to make better use of information technology and homework to support learning.

102. The subject is led by an enthusiastic and knowledgeable co-ordinator who knows the subject's strengths and weaknesses. A small number of lessons have been observed by the headteacher and the senior management team, who also scrutinise pupils' books on a regular basis. The school has identified the need to extend the role of curriculum co-ordinator to include the regular monitoring of teaching and learning and the more detailed analysis of test and assessment data. These are accurate priorities for development and should have a positive impact on raising standards further. In addition the co-ordinator has recognised the need for greater moderation of pupils' work to ensure that teachers' assessments are as accurate as they can be. The school is to be commended for the way in which the nominated literacy governor is fully involved and aware of the provision that is made for English. The governor makes regular visits to classrooms and meets regularly with the co-ordinator. This gives her a good overview of how the subject is taught.

MATHEMATICS

103. The inspection findings indicate that by the end of Key Stage 1 pupils' attainment is above average and by the time pupils leave school at the age of eleven attainment is well above average. A significant percentage of pupils at the end of both key stages are on track to exceed the level expected nationally. The 1999 test results showed pupils' attainment at the end of Key Stage 2 to be well above the national average and above that found in similar schools. Results at Key Stage 1 were not as successful as attainment was only in line with the national average and well below that found in similar schools. Extensive dialogue with the headteacher and data shows that this was due to the natural ability of the particular group of pupils. This assertion is supported by the fact that when the 1996 to 1999 results are all put together attainment was above the national average. Standards have improved significantly since the time of the last inspection when attainment was only in line with the national average. This improvement can be put down to a number of factors with the most important being a significant improvement in the quality of teaching, particularly at Key Stage 1, improvement in curriculum planning and more recently the effective implementation of the National Numeracy Strategy.
104. Pupils make good progress in mathematics with progress at Key Stage 1 often being very good. This is directly linked to the consistently good and often very good quality of teaching. Throughout school, pupils of all abilities acquire knowledge and skills across all elements of the subject at a good rate. The school is keen to develop pupils' problem solving skills alongside mental agility. This means that by the time pupils leave school they are good mathematical all-rounders. The school is aware of the needs of pupils as individuals and so the work that is set more often than not matches the differing ability levels of pupils and ensures that both the higher attaining and special needs pupils make the progress of which they are capable.
105. At Key Stage 1 the subject is well planned and pupils receive a good balance of activities that promote knowledge, understanding and skills well. A good balance is struck between formal and investigative tasks. Pupils are encouraged to discuss strategies that they used to solve problems but also sufficient time is given for them to

formally record their work. Expectations are high at this key stage and pupils rise to the challenge. Pupils clearly enjoy taking part in mathematical activities. They have a desire to do well. Pupils work most productively and scrutiny of their books shows that they complete a lot of work both within individual lessons and over time. This together with the fact that behaviour is often very good means that teachers can teach and promote the subject in an atmosphere that is most conducive to effective learning. All these factors make an important contribution to the good and often very good progress pupils at this stage make. Standards are above average at the end of this key stage with a significant percentage of pupils on track to achieve Level 3. Pupils have a good understanding of number and place value. Their mental agility is at a higher level. The manner in which teachers encourage pupils to use these skills in problem solving activities and practical tasks means that number skills are constantly being consolidated and then extended. Many pupils can state the properties of shapes according to the number of faces or edges. Pupils are confident in drawing and measuring simple angles, recognise and use basic fractions and are more than competent in time telling and usage of money. Pupils interpret data from graphs and tables. A detailed scrutiny of pupils' work shows that there is no over-reliance on worksheets. Teachers provide imaginative and inventive activities and resources. This really helps to keep the attention of the pupils and over the course of the year impacts positively on pupils' learning and attainment

106. Pupils continue to make good progress at Key Stage 2. The good progress is again linked directly to the good quality of the teaching and to the emphasis that is given to all elements of the subject. They continue to develop problem-solving skills at a good rate. These are often shared with classmates and this enhances learning for the whole class. Teachers' expectations are usually high and pupils are left under no illusion as to what is expected of them. The vast majority of pupils are highly motivated individuals who are keen to do their best. Pupils genuinely enjoy mathematics and show pleasure when they solve quite complex problems. When working together pupils show good levels of concentration and perseverance. A small percentage of older pupils do not always listen attentively to pertinent teaching points or to the excellent contributions made by their classmates. These attitudes are the exception rather than the norm because attitudes and behaviour and presentational skills shown by most pupils are of a high standard and make a powerful contribution to the well above average standards that are achieved by the time pupils leave school.
107. By the age of eleven pupils have very secure number skills. They calculate in their heads quickly and accurately and transfer these skills easily to other aspects of the subject. Rightly there is a greater emphasis on number work but again the school ensures that all elements of the subject are covered in sufficient depth. As a result pupils have a strong knowledge and understanding of area, perimeter, fractions, percentages and algebra. They are adept in practical activities such as calculating bearings, drawing angles of all sizes, and have a good level of understanding of proportion, ratio and symmetry. The tasks that are used to teach about probability are well planned and clearly thought out, which helps pupils to gain a deeper understanding of the practical implications of probability. The scrutiny of pupils' work shows that in depth coverage of all aspects of the subject is a feature throughout the key stage and makes an important contribution to the breadth of pupils' knowledge. Teachers expect pupils to work productively and this is reflected in the amount of work pupils complete both in lessons and other time. There is a systematic and progressive acquisition of skills as pupils move through the key stage and in most instances pupils' prior attainment is being built on rather than over consolidated.
108. One of the more recent initiatives that is proving successful is the effective introduction and implementation of the National Numeracy Strategy. The school is closely following

national guidelines and a greater emphasis is now placed on the development of mental agility skills. The regular practise of such skills is paying dividends as pupils are certainly swift in their recall of number facts. The use of fun, imaginative games entuses the pupils and impacts significantly on their levels of attainment and the progress they make. Teachers often look to promote the use of pupils' numeracy skills in other areas of the curriculum such as science, geography or design and technology. Here pupils' ability to measure accurately, to draw to scale or to complete mental calculations brings an added dimension to their studies. The potential of computers to support pupils' work in mathematics is not being fully exploited in all classes. The school has already identified this as an area for improvement in its school development plan.

109. Another area for improvement that the school has clearly targeted is assessment. Recently the school has started to carry out a more rigorous analysis of test and assessment data but has rightly recognised the need for such analysis to be even sharper and more focused so that specific areas of the subject or groups of pupils can be targeted for improvement. This information is then to be used to more accurately to guide future curriculum planning. The co-ordinator has also identified the need to collate portfolios of moderated work that will help teachers assess the level of pupils' work accurately.
110. The quality of teaching makes a significant contribution to the quality of pupils' learning and is a strength of the school. At Key Stage 1 the quality of teaching is very good and it is good at Key Stage 2. Throughout the school teachers plan well. They invariably set clear learning objectives and often share these with the pupils. As a result teachers and pupils are clear about what is to be learned. Questioning is used most effectively across the school. Firstly teachers use skilful questioning to ascertain what pupils do or do not know before seeking further challenging and thought provoking question to extend pupils' learning. Teachers are adept at involving many of the pupils in these questions and answer sessions and so pupils are constantly on their toes and often show great eagerness to make contributions. All teachers follow the Numeracy Strategy well. A sharp whole class activity centred around mental agility is then followed by group tasks that are more often that not pitched at the right level for pupils' needs. Invariably lessons end with a coming together session where the teacher assesses if the original learning objectives have been met. A good feature is that teachers use the results of this session to amend what is to be taught the next day if learning objectives have not been met or if they have been exceeded. The fact that pupils are able to work independently and productively means that teachers can provide direct teaching input to specific groups of pupils without interruption or without having to deal with any inappropriate behaviour.
111. At both key stages teachers deal with pupils' misconceptions sensitively but firmly. Pupils are always ready to take constructive criticism on board and respond equally well to warranted praise. The enthusiasm of teachers has a positive impact on pupils who obviously enjoy the subject. Teaching is at its best at Key Stage 1. Here relationships between teachers and pupils are very good and pupils are always keen to please. Expectations are of a consistently high standard and teaching takes account of the full ability range. Technical language is used well, for instance, teasing out the difference between a statement and a hypothesis. Whether it be symmetry, data handling or shape, teachers use incisive questioning and then directly teach the specific skills to enable pupils to complete their work with increasing confidence and enjoyment as well as improving their knowledge. At both key stages teachers mark pupils' work on a regular basis. Although there are good examples of marking being used to outline what pupils need to do to improve this practice is not consistent across the school, particularly with regard to how pupils should present their work. A

significant minority of parents have not been happy with the amount of work their children are expected to complete at home. Parents' perceptions are justified in the fact that the setting of homework has been inconsistent. However the school has devised a good quality homework policy and schedule which is to be implemented at the start of the new academic year and should allay any parental concerns.

112. The subject is led in an effective manner by a knowledgeable and enthusiastic co-ordinator. She has a good grasp of the subjects' strengths and areas for development. The headteacher has carried out a small number of numeracy lessons observations and feedback has been given. The school operates a most effective system for the scrutiny of pupils' work where books are collected in on a regular basis by the senior management team and areas for improvement then shared with the rest of the staff. The school now has rightly recognised the need for the subject co-ordinator to be more actively involved in monitoring the quality of teaching and learning across the school in order to have an even greater impact on raising standards. With this in mind three days have already been allocated and budgeted for the co-ordinator to undertake lesson observations and work scrutiny. It is envisaged that such practice will be a regular feature of school life. The school operates a system whereby governors undertake focused visits to the school which often include visits to classrooms. The nominated governor has observed lessons and her findings are then discussed with the co-ordinator, a report is then written and discussed at full Governing Body level. This together with the expectations that co-ordinators discuss subject provision at Governing Body meetings means that governors have a good grasp of the quality of education being provided and is of great assistance in helping them to act as a critical friend of the school. This very good practice is to be commended.

SCIENCE

113. The inspection findings indicate that by the end of both key stages pupils' attainment in science exceeds national expectations. Teacher assessments at the end of Key Stage 1 show that the number of pupils reaching the national average is in line with expectations, but the number reaching a higher level of attainment is well below national norms. The differences between inspection findings and teacher assessments can be explained by the fact that assessments were too strict and did not reflect the true ability of the pupils. The results of the National Curriculum tests at the end of Key Stage 2 have shown improvement over two of the past 3 years, with a fall in 1999, when results were in line with the national average. However, when compared with similar schools the results are below expectations. Indications are clearly that the present cohort of pupils is on track to achieve a higher level.
114. Pupils in Key Stage 1 make good progress in experimental and investigative science, and by the end of the key stage they make predictions and record their findings with the help of a useful guidance format, and through labelled drawings and simple tables. Most clearly explain what they have learned in their own words, but have not begun to appreciate the features of a fair test. Pupils progress well in their scientific knowledge and understanding. They know that plants and animals are living organisms, and identify some factors necessary to sustain life. They are beginning to classify living organisms and relate them to their habitat. Pupils are encouraged to carry out simple practical activities and have investigated the properties of different types of materials and recognise some properties of magnets. They draw a simple electrical circuit and pupils of all abilities have a good understanding that it needs to be complete for a bulb to light. Well-structured practical work has supported learning about light and shadows; pupils know about natural and artificial light sources, and higher attaining pupils have a firm understanding that shadows form when light cannot pass through opaque objects.

When work is differentiated to present more challenge for higher attaining pupils they express their learning well, but there are insufficient opportunities for such pupils to develop and demonstrate their knowledge, understanding and skill at the higher levels of which they are capable. Pupils of all abilities enjoy learning about science and are conscientious in lessons, taking care over the presentation of their work and engaging with ideas enthusiastically.

115. Progress in experimental and investigative science is satisfactory overall in Key Stage 2. By Year 4 pupils of all abilities record the results of an experiment as a line graph, some with support, but the opportunity to consolidate and further develop this learning is not evident as they move on through the key stage. Older pupils record carefully in tables and charts, and through writing and labelled drawings, but do not make use of graphical presentation. The idea of a fair test is evident in some work but is not firmly integrated into activities so that pupils' understanding of this is not well developed by the end of the key stage. However they are able to predict the outcome of their activities with confidence and consider the accuracy of their ideas. Where pupils have opportunities for open-ended investigation, for example through exploring scientific problems in groups, they show clear learning from their activities. The infrequency of these opportunities in some classes limits the development of high level understanding and skill in experimental and investigative science.
116. Pupils' knowledge progresses well in Key Stage 2. They have a good knowledge of the parts of the body and their function, for example in Year 4 they describe what happens to the heart when we exercise and the reasons for this. Where knowledge has been gained by teacher exposition rather than experiment or investigation understanding is less apparent. In Year 5 pupils know the parts and functions of a flower, and about the role of photosynthesis, writing a word equation for this. In Year 3 a knowledge of habitats is well linked to environmental issues. In Years 4 and 5 pupils gain understanding of various properties of materials through well-structured practical activities in which they are able to interpret their results well. By the end of the key stage they understand about the water cycle, and about dissolving and separating substances in various ways. Their understanding of electrical circuits is frequently reinforced and they are very secure in this, drawing diagrams of series and parallel circuits and using symbols correctly, although the progress across the key stage is limited. Pupils' understanding of forces includes measurement of forces, direction and a consideration of air resistance and friction. By Year 6 some pupils are beginning to understand simple laws of reflection of light. In all year groups pupils of all abilities have a very positive attitude to their work. They take care to complete written work and when required to record practical work take trouble to present their work carefully and think about what they have learned. They enjoy science and when given the opportunity work well together.
117. Since the last inspection developments in science have been good. The school has introduced a good scheme of work and in some classes problem solving is evident. In both key stages most work is differentiated to provide challenge for different levels of attainment.
118. Teaching is good overall, with very good classroom management and structuring of learning evident throughout the school. Teachers plan with clear objectives, and teaching is at its best when tasks are matched to the attainment level of different groups within the class. Teaching is equally effective when pupils carry out activities to investigate a given problem with an appropriate level of support, and articulate their own learning, followed by the teacher drawing out key learning outcomes. It is less effective where pupils copy down work which is given. Each teacher has a strategy for guiding pupils' reports of their practical work, for example the 'planning house' in Year

2. As the approach is not consistent across the school opportunities for a systematic approach to progressing pupils' skills in the investigative and experimental aspects of science are missed. Good teaching is evident where activities focus on key learning objectives appropriate to pupils' level of attainment, but where this is not the case, for example, excessively detailed diagrams of parts of the body, or copying a detailed chart of food groups and their role in the body, learning is less secure. Teachers across the school use science to develop pupils' numeracy and literacy skills, but this is not the case for information and communication technology, which does not significantly contribute to science teaching, with a loss to both subjects. The written feedback given by teachers when they mark pupils work varies in quality; it is most effective where it offers challenge as well as support, and less so where marking consists only of ticks to correct work or praise presentation.

119. The recently appointed co-ordinator has begun to build on the scheme of work, which currently offers guidance for progression in pupils' learning, although guidance for Attainment Target 1, experimental and investigative science, is included as a supplement rather than appropriately integrated with other objectives. Systems for assessing and monitoring pupils' progress in the four areas of science as they move through the school are not yet in place, so that target setting for groups and individuals is not yet sufficiently refined to maximise progress and attainment. This together with expanding the role of curriculum co-ordinator so that it includes the regular monitoring of teaching and learning are areas for improvement that have already been identified by the school.

ART

120. Attainment in art is in line with national expectations across both key stages. At Key Stage 1 pupils show a satisfactory awareness of pattern and texture and they produce work from both observation and memory. Pupils mix paints and use them to design pictures and repeating patterns. Pupils explore the use of colour, form and shape and show confidence when representing their ideas on paper. Pupils are familiar with using a range of pencils, crayons and pastels to achieve different tones and textures. As they move through the key stage they take part in a variety of drawing, painting and modelling activities. The work on the Victorian Seaside reflects pupils' good response to stimuli and their good choice of materials. Pupils use computers to enhance their artistic skills. At Key Stage 2 pupils learn to draw objects from observation. Although there is less evidence to support three-dimensional and textile work provision is made for such activities within the scheme of work. Pupils have a satisfactory understanding of printing skills and a secure knowledge of line, shape and pattern in art work. Pupils at both key stages are familiar with the work of famous artists such as Lowry and Seurat and often produce work of a good standard in the style of famous artists. Opportunities to enhance pupils' artistic skills at the end of Key Stage 2 are provided through a good quality art and craft club which runs after school. This enhances pupils' social and cultural skills as well as their artistic ones. There is a wide variety of displays around the school which reflect the work and style of different artists and a wide range of printing techniques.
121. Improvements have been good since the last inspection. There is now more and varied three-dimensional work planned for within the school, more work stems from the use of the children's imagination and a scheme is in place.
122. Teaching is satisfactory across both key stages. All lessons observed focused on the work of other artists. Teachers have clear aims and expectations. They circulate well to encourage pupils and they use examples of pupils' work to show success and

reinforce expectations. Pupils could be encouraged to become more independent in their choice of colour and equipment particularly at Key Stage 2. Most pupils are sensible and careful with their use of materials. Pupils have a good relationship with the class teacher and within lessons show great enthusiasm, behave well and are keen to be successful. These factors impact positively on pupils' learning and would be further enhanced by providing pupils with more opportunities to reflect on and evaluate their work.

123. The co-ordinator has a good overview of art within the school. She is clearly enthusiastic about the subject and has involved staff in an in-service training day in three-dimensional work. She has instigated a display rota. She is aware that standards are improving but the range of techniques taught needs to be developed further to improve progression through the school. A scheme of work is in place and will be reviewed for Curriculum 2000. Further opportunities for her to monitor the quality of teaching and learning is an area for improvement that has already been identified.

DESIGN AND TECHNOLOGY

124. From the limited evidence seen during the inspection, standards in design and technology are at an expected level at both key stages. Pupils experience designing and making activities with a range of materials, including paper and card, wood, construction kits and food and textiles. In both key stages pupils formulate ideas, evaluate their design and make an article, taking care over the level of finish. By the end of Key Stage 2 pupils follow a design brief, addressing budgeting issues, and make a well-constructed and imaginative product which they evaluate against the given criteria. This was seen in the very enthusiastic and capable response of Year 6 pupils to the challenge of making decorative spectacles out of card, where they showed good skills in measuring, cutting, joining and testing. Year 3 pupils take great care in their plans for a cardboard lunchbox where they carefully consider features of the design which match the product to its purpose.
125. There has been satisfactory improvement since the last inspection, when there was insufficient coverage of this subject. The scheme of work which is in place provides support for teachers' planning and ensures progression of knowledge, understanding and skill as pupils move through the school, and a scrutiny of teachers' plans shows that this is being followed.
126. Teaching is satisfactory overall, with well-structured lessons and an appropriate level of challenge for pupils. Teaching is sometimes overly directive, for example where opportunities for pupils to suggest or negotiate evaluation criteria are omitted. Lessons are managed well, with good use of time to maximise learning opportunities. Pupils enjoy their making activities and have a positive attitude in lessons.
127. Co-ordination of the subject is effective and has supported its development from a low starting point following the last inspection. Strategies for monitoring progression in pupils' learning and in monitoring teaching and learning are not yet sufficiently developed to be having their greatest impact on raising standards.

GEOGRAPHY

128. Attainment in geography in both key stages is in line with national expectations and pupils make satisfactory progress as they move through the school.

129. In the Reception class pupils' awareness of maps is raised through considering their journey to school and the features of the local village. Pupils of this age are aware of deserts, mountains and rivers. By the end of Key Stage 1 they can draw a plan view, identify main features, use symbols on their map and track their route to school. They are becoming aware of other places in the world and recognise features of the different seasons.
130. In Key Stage 2 pupils continue to develop mapping skills so that by the end of the key stage they produce simple maps with symbols and a key and use two figure grid references. Pupils have a basic understanding of the scale of maps and recognise eight points of the compass. They have little experience of using aerial photographs and have difficulty in interpreting them. In their work contrasting their own locality with St Lucia pupils produce thoughtful work which addresses key areas for comparison such as climate, weather, landscape, physical features and how people live their lives. They have a basic understanding of their home in relation to the British Isles and the rest of the world. Through carrying out atlas-based research they can identify mountains and rivers in the United Kingdom, and the continents and major oceans. Pupils of all ages approach their work conscientiously and take pride in what they do.
131. The last school inspection identified weaknesses in the coverage of geography, and improvement in this has been good. The scheme of work now in place ensures appropriate coverage and supports progression in pupils' learning, which is evident from pupils' work.
132. Teaching is good overall, with well-focused activities designed to stimulate interest and move pupils' learning forward. However work is not always adapted sufficiently to meet the needs of pupils at different levels of attainment. Teachers seek out interesting resources and make use of events such as journeys by relatives to motivate and engage pupils with the subject. Where marking of pupils' work is good it refers to the geographical learning as well as presentation and effort.
133. The scheme of work has a positive impact on the curriculum provided and on the standards pupils achieve. The newly-appointed co-ordinator has identified a shortage of resources which has an adverse impact on standards, including lack of aerial photographs, aged maps and not enough stimulating materials for younger children. In particular there is insufficient information and communication technology software to support the development of geographical learning while developing skills in information technology. The curriculum is enhanced by visits including orienteering and links with nearby Thorndon Park. Strategies for the assessment of pupils' learning are devised by individual teachers and this results in a lack of consistency in the information being passed on to teachers in future years. Monitoring of planning and teaching by the co-ordinator is not established so she has insufficient opportunity to gain and maintain an overview of how the subject is taught in the school.

HISTORY

134. Attainment at the end of both key stages is in line with national expectations. Pupils throughout the school are building their historical knowledge and developing specific subject skills. There are particular strengths in the quality and organisation of their research and this represents an improvement from the time of the last inspection.
135. Pupils at the end of Key Stage 1 order events as shown in the timeline they are building with postcards of the twentieth century. They are beginning to recognise the ways in which the past is represented for example in their study of Victorian

photographs. Pupils make distinctions between the past and the present by comparing their parents' and their grandparents' seaside holidays with their own. For this study pupils did their own research and developed their enquiry skills by devising their own questions. Younger pupils are aware of their own history and give examples of things they do now that they could not do as babies. Pupils in Year 1 know that styles of houses and clothes change and they recognise the differences between their homes and those of Victorian or Tudor times.

136. At the end of Key Stage 2 older pupils are familiar with the conventions of dates and make frequent use of timelines. Their studies of topics such as the Second World War and Victorian England show a breadth of knowledge and considerable understanding of why people acted as they did. Pupils' descriptions of life in a Victorian school or as an evacuee demonstrate empathy. Their poems about the Blitz are lively and imaginative. Pupils' own research into family memories of the Second World War shows that they are familiar with the process of enquiry and can present their findings in an organised manner.
137. The quality of teaching and learning is good. Pupils are provided with a range of opportunities to improve their understanding, for example by comparing similar events in different periods. Year 3 pupils gained greater understanding of motives by comparing the invasions of the Romans, Saxons and Vikings. Year 4 pupils developed their skills in drawing information from first hand evidence by building up profiles of Tudor people from inventories of their possessions. Teachers encourage pupils to conduct their own research and provide structures to help them manage and present it. Good links are made with other subjects such as art and dance. Year 2 pupils produced sepia style pictures of the Victorian seaside and Year 4 practised a Tudor pavane. Links with information technology are limited but pupils have begun to research with CD-ROM and the Internet.
138. The scheme of work, which was introduced after the last inspection, is providing good guidance for teachers. The emphasis on a question as the focus of a topic is promoting improvement in teaching and learning. The subject co-ordinator's role has so far been limited but the school has identified this as an area for improvement and in the coming academic year opportunity will be provided for the co-ordinator to evaluate the quality of teaching across the school. This should have a significant impact on helping to raise standards.

INFORMATION TECHNOLOGY

139. Attainment at the end of both key stages is below national expectations. Although pupils experience the breadth of the required curriculum by the end of their time in school, the frequency of use is not sufficient for the progressive development of personal skills and knowledge. The school has already identified the subject as an area for development and is implementing a good quality action plan to improve standards.
140. Pupils at the end of Key Stage 1 use the mouse and keyboard confidently. They use a graphics program to produce abstract pictures meeting criteria set by their teacher, for example the use of the 'fill' tool. They have worked in pairs to produce graphs from data collected about their class. As part of 'Walk to School' week they produced graphs showing what transport they used to come to school. There is a lack of word processing overall and too little basic control work.

141. Pupils at the end of Key Stage 2 demonstrate basic word processing skills through the use of small laptops and have produced poems in a variety of fonts and layouts. They study databases and know how to search and present information as graphs. The residential activity week at the end of Year 6 ensures that the oldest pupils have experienced the full breadth of opportunities. As well as extending pupils' word-processing and desktop publishing skills, the week allows them to experience various forms of control technology, digital camera imaging, recording on CD-ROM and video, animation and the use of the Internet. The use of information technology in school however is not frequent enough to produce sustainable knowledge and personal skill.
142. When information technology is taught, the quality of teaching is satisfactory. Some teachers are actively seeking good subject links and finding valuable opportunities to use information technology in lessons. In lower Key Stage 2 the use of the small laptops is well integrated into the Literacy Hour. Younger pupils in Key Stage 1 have succeeded in making pictures of plants and labelling the parts for their science topic. Overall however the use of information technology is limited. The need for further staff training to improve confidence and to increase classroom use has been recognised by the school and a program of in-service training is due to start next term.
143. The co-ordinator has a good over-view of the subject throughout the school and monitors all planning. He has provided in-house training and advice and is reviewing the scheme of work to bring it into line with the required curriculum changes. There is no systematic assessment or evaluation of provision in information technology either for individual pupils or for the school as a whole and the role of the co-ordinator does not include direct observation of teaching. The co-ordinator drew up the current development plan for the subject, which will see improvements in resources through the National Grid for Learning Initiative and increased training from the New Opportunities Fund from September. Plans are also in hand for the networking of the computers in classrooms and the building of a separate computer suite. The implementation of this action plan together with a more systematic approach to the monitoring of provision and teaching across the school should play an important part in helping to raise standards.

MUSIC

144. Music is given much prominence in the life of the school and makes a valuable contribution to pupils' cultural development. A number of staff have musical expertise and the subject is taught with enthusiasm. This in turn impacts positively on pupils' learning. Attainment overall is in line with national expectations at both key stages with a significant minority of pupils performing at a higher level. The good quality opportunities for pupils to perform at special events make a valuable contribution to pupils' progress. Provision made and the standards achieved in music have been maintained since the time of the last inspection.
145. At Key Stage 1 pupils sing well, both in class activities and in assemblies. Pupils know a good repertoire of songs and sing many of them tunefully from memory. They sing in rounds, showing good early awareness of diction. Pupils recognise and name many un-tuned instruments and discuss the different sounds they make. The older pupils are gaining a greater understanding of musical notation and show a good awareness of beat and rhythm. The opportunities that are provided to listen to music from different composers and cultures enhances pupils' awareness of how music can evoke a range of different emotions.

146. At Key Stage 2 pupils continue to sing well and have little difficulty maintaining correct pitch. Pupils listen well to music and give reasons why they like or dislike a particular piece. They have a satisfactory knowledge of famous composers and are developing a musical vocabulary at a steady rate. Older pupils recognise the importance of lyrics in songs and know that they reflect the time and place they were written. The higher attainers know that lyrics can have a social and cultural significance as well. These pupils can then write their own lyrics to a well-known song and in doing so completely change the meaning and context.
147. The school is very keen on providing pupils with as many opportunities as possible to play musical instruments and to sing. Recorder groups at both key stages at lunchtimes and after school offer pupils the chance to enhance their musical skills. The school choir offers another opportunity for pupils to develop their singing skills as well as enhancing their performing skills. Musical tuition for guitars, violins, clarinets as well as other instruments is provided by specialist teachers on a fee-paying basis. All these activities are very popular and are an indication of the esteem in which the subject is held by pupils, teachers and parents. The commitment shown means that a significant minority of pupils achieve high standards when playing musical instruments. The school is constantly providing and seeking venues or events where pupils' skills can be shown to a wider audiences. Such events include Assemblies, school Eucharist, Church Services, district choir festivals, Christmas and Summer Concerts and May Fete to name but a few. This is to be commended because it adds much to the pupils' personal development as well as their musical development.
148. The quality of teaching observed during the inspection was good at Key Stage 1 and satisfactory at Key Stage 2. Music is taught on a regular basis throughout the school and throughout the year. Learning objectives are clearly stated in all lessons and these are often shared with pupils. This activity involves the pupils and leaves them under no illusions as to what is expected of them. Throughout the school pupils use their listening skills well, whether it be in following instructions or listening for different sounds or rhythms. This impacts positively on their learning. Where teaching is at its best the pace of the lesson is good. An excellent balance is struck between making a direct teaching point and then giving the pupils time to consolidate and then extend their level of performance. Expectations are high in terms of achievement and behaviour. In one lesson on examining the differing sounds instruments make, the fact that the teacher built the lesson around a sound trail around the zoo, captivated the pupils' interest and attention throughout the lesson. In another lesson the teacher was developing the sense of rhythm and beat. A good choice of instruments, cards showing simple notation and the teacher's natural enthusiasm, had the pupils spell bound. A wave of disappointment swept over the pupils as the lesson ended. In both these lessons teachers concentrate on the direct teaching of specific skills and only make such telling and pertinent teaching points when they have the full attention of the pupils.
149. When teaching is not as effective not enough time is given for pupils to refine their composition, the full attention of the class is not secured when making important teaching points or asking each individual pupil to perform a composition slows down the lesson too much. In the majority of instances pupils are keen and eager to do well. They show a natural enthusiasm for the subject that is often matched by that of their teachers. Pupils are very willing to put out and return instruments with little fuss and handle all instruments with care. Occasionally pupils do not always listen to performances by their classmates. This however is the exception rather than the norm because often pupils clap spontaneously when a classmate produces a good piece of work. The good range of resources that the school has also makes a valuable

contribution to pupils' learning because it often means that pupils can listen to or use a wide variety of music and instruments, each of which presents a new experience.

150. The subject co-ordinator has a good level of knowledge and expertise. He shows great enthusiasm. Documentation to support the subject is satisfactory but the co-ordinator is rightly reviewing the documentation in light of new national guidance. This should ensure even more securely that pupils' prior attainment is systematically built on and developed. Although the co-ordinator has a good grasp of the school's strengths and weaknesses in this area of the curriculum opportunities to monitor the quality of teaching and learning across the school in order to have a bigger impact on standards, have been limited.

PHYSICAL EDUCATION

151. Attainment in physical education is at an expected level at both key stages and pupils develop skills at an appropriate rate. Progress since the last inspection is good and a good quality scheme of work is now in place which helps to ensure that pupils' prior attainment is built on and developed.
152. Pupils in Key Stage 1 put out and return equipment with great maturity. Pupils respond willingly to instructions, understanding the need to warm up in preparation for exercise and recognise the short-term effect of exercise on the body. They link separate movements in balancing exercises. Pupils put together a sequence of movements with starting and finishing positions. Pupils climb on apparatus and then exit with a sense of poise. They practise a range of ways of sending and receiving a ball or bean-bag and are developing the skill of throwing and catching with greater accuracy. At Key Stage 2 in dance pupils interpret the music well. They understand the need for appropriate movement and style that reflects the time and culture with which the Tudor pavane was associated. In dance pupils show agility and poise. In athletics pupils learn how to develop their technique in high jumping. They recognise the importance of take-off, landing and scissors techniques. Pupils at this key stage have a good understanding of the importance of physical exercise for their bodies. Swimming standards are good and by the time pupils leave school all can swim at least twenty-five metres.
153. The school competes in a wide range of inter-school competitions including football, netball, cricket and athletics and enjoys a good degree of success. Discussions with pupils show that they have a good understanding of the concept of fair play mixed with a good degree of competitiveness. It is clear within lessons that pupils enjoy physical exercise. They follow instructions well, are always ready to help with putting out equipment and participate with enthusiasm. Behaviour is always of a high standard and pupils show a readiness to learn from their mistakes. This makes a valuable contribution to their learning. The school provides a good range of extra-curricular sporting activities throughout the year which are well attended and contribute much to pupils' personal and social skills in addition to improving their physical prowess. In addition pupils attend a residential course where they are involved in a range of outdoor adventure pursuits. The pupils clearly enjoy the stay and gain a great deal from it.
154. Teaching is good across both key stages. Lessons start with a brisk warm up and objectives are shared with the pupils. Teachers give good clear instructions and make very good use of questions and answer to check and reinforce pupil awareness of techniques. Activities are well structured building up to more complex steps. At both key stages teachers directly teach skills and techniques whether it be throwing a ball or improving high jump techniques. In all instances there is a marked improvement in

pupils' level of performance by the end of the lesson. Teachers are enthusiastic and this rubs off on the pupils who are all keen to do well. Teachers use examples of good practice as exemplars to all the class. This again improves pupils performance. In the best teaching pupils are given the opportunity to evaluate their own performance and that of their classmates. This together with good pace and challenging activities ensures pupils make good progress.

155. The school has extensive playing fields that allow a full range of activities to take place during the course of the year and make an important contribution to the quality of pupils' learning. Resources for the subject are good. Provision is to be made in the coming academic year for the co-ordinator to monitor the quality of teaching and learning across the school. This is an accurate priority for development so that the co-ordinator can have a greater impact on helping to raise standards.