

INSPECTION REPORT

**High Beech Church of England
Voluntary Controlled Primary School**

High Beach

Loughton

LEA area: Loughton

Unique reference number: 115096

Headteacher: Mrs I Wall

Reporting inspector: Mrs D Wilkinson
23048

Dates of inspection: 19th – 21st March 2001

Inspection number: 190672

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 Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Mott Street High Beach Loughton Essex
Postcode:	IG10 4AP
Telephone number:	020 8508 6048
Fax number:	020 8532 0161
Appropriate authority:	The Governing Body
Name of chair of governors:	Norman Bond
Date of previous inspection:	December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23048	Mrs D Wilkinson	Registered inspector	English Geography History Foundation Stage Equality of Opportunity	What sort of school is it? The school's results and pupils' achievements. Pupils' attitudes, values and personal development. How well pupils are taught? How well does the school care for its pupils?
19653	Mrs E Dickson	Lay inspector		How well does the school work in partnership with parents? How well the school cultivates pupils' personal – including spiritual, moral, social and cultural – development.
28069	Mr D Mylroie	Team inspector	Mathematics Information and communication technology Design and technology Religious Education Special Educational Needs	How well is the school led and managed?
27654	Mrs R Scahill	Team inspector	Science Art Music Physical Education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 97 pupils (46 boys and 51 girls) from reception to Year 6 all attending full time. Children enter the reception class in the September of the academic year in which they are five. The school is a Voluntary Controlled Church of England primary and is smaller than average with only four classes, most of which have more than one year group. It is popular with parents and is oversubscribed. There are a small number of pupils (13 per cent) from ethnic minority backgrounds, but all are fluent in English. Due to the school's popularity, a large number of pupils (65 per cent) come from outside the immediate area. Currently 18 per cent of pupils have special educational needs for either learning or behavioural difficulties. This is around average, although the percentage of pupils with a statement of need (2 per cent) is slightly above average. The background of pupils is about average. Although only a very small number of pupils (currently 1 per cent) are known to be eligible for school meals, this is not a true indicator of need, because the local education authority does not provide school meals. Pupils come from a wide range of backgrounds including both owner occupied and rented homes. The attainment of children entering the reception class varies but, overall, it is around average and is largely the same as at the previous inspection.

HOW GOOD THE SCHOOL IS

High Beech is a very good school because there are many strengths in all areas of its work and very few weaknesses. In particular, the quality of teaching, the achievement of pupils and the leadership and management are better than in the majority of schools. There is a shared commitment amongst staff, governors, parents and children to improve the already good provision and standards, and all are working hard to achieve this. The school analyses its strengths and weaknesses well and the strategies it has put in place to address the weaknesses are helping to bring about good improvement. The school's resources are used well to support its work and the success it achieves in the good provision and above average standards pupils attain by the time they leave means it provides good value for money.

What the school does well

- Pupils make good progress and standards are above average at the end of Key Stage 2.
- There is a high proportion of good and very good teaching across the school.
- The rich curriculum for pupils' academic and personal development is very good.
- Pupils' very good attitudes and relationships support learning very well.
- The provision for special educational needs is very good and these pupils make very good progress.
- The school cares well for all its pupils and the assessment of their academic progress is very good.
- The school's effective partnership with parents contributes well to pupils' progress.
- The school is well led and managed in all aspects of its work.

What could be improved

- There are significant weaknesses in the school's accommodation.
- The presentation of pupils' work is not as good as it could be and limits progress, particularly in writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

It has made good improvement since it was last inspected in December 1996 and maintained the good quality of education and leadership and management. The issues identified for improvement, for example in improving curriculum documentation and assessment procedures, have been addressed well. There have been further improvements in standards, which are now also above average in religious education across the school and in investigative science and information and communication technology by the end of Key Stage 2. There is more good and very good teaching and the provision for special educational needs is now very good. The work of the governing body now supports the school well. The lack of a school hall and limited accommodation, for example for the library, is still a weakness. There are fewer extra-curricular activities, which is a concern of many parents.

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
	1998	1999	2000	2000
English	B	A	C	C
Mathematics	A	A*	A	A
Science	A	A*	A	A

Key	
Highest 5% nationally	A*
Well above average	A
above average	B
Average	C
Below average	D
well below average	E

The table shows that the school's performance in the 2000 tests was better than all schools and also schools in a similar context in mathematics and science. It matched their performance in English. Standards were lower in English because a small number of pupils had specific learning needs in this subject and fewer pupils reached the higher levels in the English tests. The great majority of current Key Stage 2 pupils make good progress to achieve well for their abilities and Year 6 pupils now reach above average standards in all three core subjects. The school has increased the targets for the number of pupils it expects to reach average standards and it is likely to achieve them. In the 2000 Key Stage 1 tests, standards in reading and writing matched the national average, but were below in mathematics. For current Year 2 pupils standards are now better, being above average in reading and some aspects of writing, and average in mathematics and science. Overall, Key Stage 1 pupils make sound progress and achieve satisfactorily for their abilities, although better progress is now being made in English and mathematics, particularly in literacy and numeracy lessons. At both key stages the quality of the presentation of work is not so high, particularly in writing. Standards are above average in religious education throughout the school and in information and communication technology at the end of Key Stage 2. In all other subjects standards are in line with national expectations. Throughout the school, because of the high quality support they receive, pupils with special educational needs make very good progress and many reach average standards. Because of the small numbers and different proportions of pupils with special educational needs in each year group, results in the national tests vary from year to year. Overall, standards are improving at the same rate as most schools. In the Foundation Stage children make good progress in their learning and achieve well. By the time they enter Key Stage 1, nearly all are likely to have reached the standards expected for their age and, in their early scientific, art and co-operative learning skills, are likely to exceed them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes to their work help pupils to learn easily and support the good progress they make.
Behaviour, in and out of classrooms	Behaviour is good and is well supported by the very good relationships and positive ethos of the school. There is no bullying or unkind behaviour. No pupils have been excluded in the past few years.
Personal development and relationships	Very good. Pupils relate well to each other and adults and this helps them to work hard.
Attendance	Good because there is no unauthorised absence or lateness.

The very positive attitudes to work and the very good relationships between all members of the school community including staff, governors and parents have a very positive impact on this area of pupils' development.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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 high standard of teamwork throughout the school helps to ensure that teaching and learning are consistently good and often very good. Overall, 84 per cent of the lessons seen were good or better and 28 per cent were very good and occasionally excellent. No unsatisfactory teaching was observed. As a result, at both key stages, pupils made good progress in lessons. At Key Stage 2, pupils are also making good progress as they move through the key stage. At Key Stage 1, pupils make satisfactory progress overall, but the rate of progress is improving as was seen in the lessons during the inspection. In the lessons observed in the Foundation Stage, teaching was never less than good and 13 per cent was very good. At Key Stage 1, half the lessons were good or better and 13 per cent were very good. At Key Stage 2, very high levels of good or better (84 per cent) and very good (44 per cent) teaching were observed, with one excellent lesson being seen. Throughout the school, teaching is good in English and mathematics and is very good in literacy lessons. A significant strength of teaching is the management of pupils because of the very good relationships teachers have with them. This helps pupils to develop very good attitudes towards their learning. Teachers have good expertise and teach the basic skills of literacy and numeracy well. They demonstrate and explain new skills and knowledge effectively so pupils learn quickly and easily. Supported by the very good assessment procedures and their knowledge of individual pupils, teachers plan lessons well and all pupils' needs are addressed effectively, including those with special educational needs. The teaching of pupils with special educational needs is very good and the classroom assistants very effectively support this. Teachers have high expectations of what pupils can achieve and pupils respond positively to this. However, teachers do not always expect pupils to record their work as carefully and neatly as they are able, particularly at Key Stage 1, and this is limiting pupils' progress, especially in their written work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad, balanced and rich curriculum for its pupils in spite of the limited accommodation. All statutory requirements are fully met.
Provision for pupils with special educational needs	Very good. As a result, these pupils make very good progress to achieve very well for their abilities and many reach average standards for their age.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and this supports the good progress pupils make in all areas of their personal development. Provision for moral and cultural development is very good and that for spiritual and social development is good.
How well the school cares for its pupils	The school cares well for pupils' welfare, health and safety. All procedures are at least good and those for assessing pupils' academic attainment and progress are very good.

A significant strength of the school is that staff work very hard and as an effective team to give pupils a rich range of experiences in all areas. The commitment to meeting the needs of individual pupils is met very well.

The school has a positive partnership with parents, which gives good support to pupils' learning. Parents are very supportive of the school and its work and play a positive role in helping their children to make good progress. The school encourages parents to become involved in all aspects of its work and gives them good information about this and also their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership and, with the support of her deputy and a well-motivated team, she is working hard to move the school forward and continually improve its provision.
How well the governors fulfil their responsibilities	Good. They have a clear understanding of the school's strengths and weaknesses and a commitment to its pupils. Governors work very well with teachers to ensure statutory requirements are met and issues are addressed.
The school's evaluation of its performance	Systematic evaluation of the quality of teaching and learning and good sharing of information ensure that this aspect of the school's work is effective and is leading to improvements in provision and standards.
The strategic use of resources	Good overall and particularly effective for pupils with special educational needs. This leads to the good provision seen and the good progress pupils make. The school has clearly set out strategies for ensuring that it gets the best value from all items of expenditure.

The hard work and commitment of the small staff team ensure that all subjects are led and managed well. Teachers are also committed to increasing and sharing their expertise well and this has positive benefits for pupils. Classroom assistants make a very effective contribution to pupils' learning, particularly pupils with special educational needs. Overall the adequacy of resources is satisfactory, although the amount, particularly for physical education, is affected by weaknesses in accommodation. The most significant weakness for the school is the very limited accommodation, which is poor and has not been improved since the school was previously inspected. The work of the school is seriously hampered by the lack of a hall and also a room to house a computer suite, the small size of office accommodation and hard-surfaced outdoor play areas, lack of storage space and poor accommodation for the work of the special educational needs co-ordinator. It is due to the hard work, commitment and very good organisational skills of staff, ably supported by parents, that the school is able to offer good learning opportunities to its pupils. However, as was seen at the last inspection, this takes up time and energy which staff would prefer to spend on other areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

12 parents attended the pre-inspection meeting and 42 per cent of all parents returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school, work hard and make good progress. • The small size of the school and its "family" ethos. • The care and support the school gives to their children in helping them to learn. • The personal development of children, the excellent relationships seen, good behaviour and good social skills. • The good quality teaching. • The school is well led and staff are approachable and helpful. • The part parents play in the work of the school. 	<ul style="list-style-type: none"> • The majority of parents would like to see more extra-curricular activities. • A new school hall to allow pupils easier access to activities such as physical education. • A small number of parents would like their children to have more work to do at home.

- | | |
|--|--|
| <ul style="list-style-type: none">• The information they receive about their children's work and progress. | |
|--|--|

Inspectors agree with parents' positive views. The lack of a hall is a serious weakness in the school's accommodation, although staff work very hard to compensate for this. The lack of facilities, together with the fact that many children also travel to school by minibus, limits the opportunities for extra-curricular activities. Within the constraints, the school makes satisfactory provision for these, partly through offering a rich range of visits for pupils. The amount of homework set is close to that seen in most schools and it gives good support to the work children do in school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the last inspection the school has improved the standards attained by pupils at the end of both key stages. By the time they leave the school the great majority of pupils have made good progress to achieve well for their abilities and reach above average standards. Because of the very good provision, pupils with special educational needs make very good progress and achieve very well for their abilities. As a result, the majority reach average standards. Any differences in the standards attained by boys and girls are largely explained by differences in ability.
2. When they enter the reception class, the overall attainment of children is around average, although there is a wide variation between different year groups and between individual pupils. Due to the good provision in the Foundation Stage, children make good progress in their learning to achieve well for their abilities. By the time they enter Key Stage 1, very nearly all children reach the standards expected for their age. Standards are best in personal, social and emotional development, in the relationships children have with each other and their co-operative and group work, in reading, in early scientific knowledge and skills and in art skills.
3. Overall, at Key Stage 1, the great majority of pupils make satisfactory progress to achieve appropriately for their abilities although in the literacy and numeracy lessons observed during the inspection they were making better progress. By the end of Year 2, overall, they reach the standards expected for their age. Current Year 2 pupils achieve standards which are above the national average in English and average in mathematics. This is better than last year when the results of the statutory assessments showed standards in reading and writing matched the national average, but were below average in mathematics. Inspection findings indicate the rate of progress is improving in these subjects. For current pupils standards in science are around average, although in the 2000 teacher assessments, they were slightly above. In comparison with schools in similar contexts, standards in the 2000 assessments were above average in writing, average in reading, but well below average in mathematics. Over the past four years, statutory assessment results have varied considerably, largely because of the small number of pupils in the year group. There is also a very close correlation between the results and the number of pupils with special educational needs in each year group. Overall, the test results show that standards are improving at a better rate than most schools nationally in reading, and at the same rate in writing and mathematics. The better results in English are because of the school's priority for improving standards in this subject. It now intends to focus more closely on mathematics.
4. At Key Stage 2, pupils make good progress and the great majority achieve well for their abilities. For current Year 6 pupils, standards are above the national average in English, mathematics and science. This is the same as last year when, in the national tests, more pupils reached average standards in all three subjects than in the majority of schools.

However in comparison with all schools and also those in a similar context, the school's overall performance in English was only around average. This was partly because a smaller proportion of pupils achieved the higher levels in the tests than was seen nationally and also because a pupil with specific learning difficulties in English did not reach the average Level 4. The fact that pupils in the cohort had specific learning needs in English, but not in mathematics or science accounts for the school's performance being lower in English than in the other subjects. The school's overall performance in mathematics and science was well above that of most schools because more pupils reached the higher levels. As at Key Stage 1, the small number of pupils in each year group means that results vary considerably from year to year, the differences mainly being explained by the number of pupils with special educational needs (SEN) in the cohort. The school has increased the targets for the number of pupils it expects to reach average standards and it is likely to achieve them. Overall, standards are improving at the same rate as most schools nationally.

5. In English, at both key stages standards in reading, listening and some aspects of writing are above average and pupils are making good progress in these areas. Good listening skills help pupils to acquire information and take part in discussions easily. The above average standards in reading mean that pupils read very fluently and expressively for their age and have good comprehension skills. Standards of writing are above average in spelling and the quality of language pupils use to describe and explain ideas. Standards in speaking are average, largely because pupils do not use more formal oral language. In writing, although pupils show they can present their work carefully, they are not always expected to do so. This means that fewer pupils reach above average standards in handwriting or in the way they organise and set out their written work, particularly at Key Stage 1.
6. In mathematics, by the end of Key Stage 1 pupils work easily with numbers and explain the strategies they use. They have a secure understanding of shape and bar charts. They reach average standards although on some occasions their work is not recorded as well as it should be. Key Stage 2 pupils build on these skills making good progress and, by Year 6, they estimate and calculate accurately, competently solving problems. They recognise equal fractions and solve simple equations. Pupils increase their knowledge of shape and symmetry and the standard units of measurement and efficiently process data, often using the computer. In all their work pupils confidently explain their methods, showing good understanding of the concepts. By the time they leave the school pupils have made good progress to achieve well for their abilities and reach standards which are above the national average.
7. In science, by the end of Key Stage 1, pupils have developed secure scientific knowledge and skills. For example, they identify various plants and animal habitats and name common materials, sorting them according to their properties. They carry out experiments and learn a variety of scientific vocabulary. Recording of experimental work is not developed systematically, however, so this is often poorly presented, limiting greater progress. By the time pupils leave the school they have made good progress and achieve well for their abilities. They reach above average standards. In particular, good investigative skills help pupils to acquire knowledge and understanding easily. For example, Year 3 and 4 pupils have a good knowledge of the insulating properties of materials and Year 5 and 6 pupils gain a good understanding of reflection and shadows in their topic on light. Work is better recorded in a variety of ways, including graphs and diagrams, often using the computer.
8. At both key stages, pupils are making good progress in their learning in information and communication technology and they achieve well for their abilities. Key Stage 1 pupils reach average standards, but standards are above average by the end of Key Stage 2. In Key Stage 1, pupils modify and move text and save, print and retrieve their work. Pupils are also confident in using a graphics program for art. Key Stage 2 pupils develop their skills knowledge and understanding well. They copy, cut, paste and save their work including pictures from the Internet. Pupils use programs to measure external events, control models

and compose music. They enter information into a spreadsheet and then draw a graph. Across the school pupils use computers effectively to support their learning in other subjects such as mathematics and design and technology. At both key stages, although pupils can explain the methods they use, they do not yet use the correct terminology.

9. Good progress is also being made at both key stages in religious education. Pupils achieve well for their abilities and reach standards above those set out in the Locally Agreed Syllabus. This is largely because of the depth of thought achieved in lessons.
10. In all other subjects pupils make at least satisfactory progress to achieve appropriately for their abilities and reach standards in line with national expectations.
11. There is an ethos amongst the teaching and support staff who work with special education needs (SEN) that SEN pupils will do well. As a result SEN pupils achieve very well for their abilities, often reaching the same standards as average pupils in the class. Overall, these pupils make very good progress during their time in the school.

Pupils' attitudes, values and personal development

12. The school has improved the strengths in this aspect since the last inspection.
13. Pupils like the school and respond very positively to its high expectations and caring ethos. They are very keen to learn and to take part in the many activities on offer. This is also the view of all the parents who attended the parents' meeting and those who responded to the questionnaire. Pupils' attitudes were good or better in nearly all of the lessons seen. When teaching is very good or better pupils respond very positively and very good learning takes place. This gives very good support to whole class sessions, for example in literacy and numeracy lessons and also helps ensure that pupils' listening skills are above average. When working on their own, nearly all pupils and children in the Foundation Stage need only the minimum of supervision to concentrate and keep on task. As the result of very good support, pupils with special educational needs have very positive attitudes towards their work and enjoy their successes. From the time they enter the school children are encouraged to look after their own and the school's resources and they respond very positively to this, carefully tidying away after each session.
14. Pupils behave well in lessons and at break and lunchtimes. On a very small minority of occasions pupils disagree and fall out, but staff readily and sensitively deal with these minor disagreements. Children in the reception class are taught well about positive behaviour and kindness to others and they develop a good understanding of this. Religious education lessons also support this aspect and pupils' personal development very well, generating respect for others, their feelings and their beliefs. Pupils are courteous and helpful to visitors and to each other. There is genuine celebration by all the class when pupils with special educational needs achieve well. Pupils are proud of their school and help to keep it tidy. No challenging behaviour was observed in the week of the inspection and the school is free from bullying and oppressive behaviour. There have been no exclusions over the past few years. The school is particularly sensitive to individual pupils' needs and this ensures that any emotional or behavioural problems are dealt with very sympathetically.
15. Relationships at school are very good. This is the result of the very good ethos of the school and the teamwork seen amongst all adults who work there. Adults show a care and concern for pupils as individuals and pupils know this and respond to it very well. The very good relationships have a very positive impact on learning because pupils want to do well to please their teachers. Children in the Foundation Stage work and play together very well and pupils at Key Stages 1 and 2 work very well together in group or paired activities with the minimum support from adults. At the pre-inspection meeting parents said that the "family" atmosphere which the school generates is a reason why they choose to send their children there. Inspection findings fully support their views.
16. Pupils make good use of the opportunities the school offers for personal development. From the time they enter the school, pupils willingly accept responsibility and older pupils are very caring to younger children at break times and around the school. Good opportunities on visits, including a residential visit in Year 5 or 6, help pupils to learn about their responsibility in a community. When asked to do so, pupils help to set out resources and rearrange the classroom for different activities. Many of these tasks are informal, however, and pupils do not take on enough planned for responsibilities as they move through the school.
17. Attendance is good. The rate is in line with the national average and there is no unauthorised absence which is better than in most schools. Pupils are punctual in the morning and when coming in from break and lunch times so lessons always start promptly. Registration is conducted efficiently. Parents are very supportive in informing the school about planned absences or illness.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The great majority of teaching throughout the school is good or better (84 per cent), a high proportion (28 per cent) is very good and occasionally excellent. No unsatisfactory teaching was seen. This is an improvement since the last inspection when fewer lessons were good or very good. Good and very good teaching was seen throughout the school and over a range of subjects. A significant factor in the high quality of teaching is the hard work and shared commitment of all staff in improving standards. This is also the view of parents. The impact of the quality of teaching is that, by the time they leave the school, pupils have made good progress in their learning. They achieve well for their abilities and reach standards above the national average.
19. Teaching and learning in the Foundation Stage was always at least good and thirteen per cent was very good. Two members of staff share responsibility for the class and their good teamwork and understanding children's needs result in the good progress made. At Key Stage 1, half of the lessons seen were good and thirteen per cent were very good. Good use is made of classroom assistants to help provide for the two year groups in the class and this gives particularly good support to pupils with special educational needs. An important factor in improving the provision for pupils at Key Stage 1 has been the re-organisation of classes as part of the need to respond to the new Foundation Stage. Overall the progress in their learning that pupils have made as they move through the key stage is satisfactory. However, the quality of learning is improving and was good in half of the lessons observed, being very good in literacy and good in numeracy lessons. On these occasions pupils achieved well for their abilities. Improvements in teaching and learning are having a positive impact on the rate of progress pupils make, particularly in Year 1 and this is helping to raise standards. At Key Stage 2 there are very high levels of good (84 per cent) and very good (44 per cent) teaching with one excellent lesson being observed. The exceptionally good relationships teachers have with pupils result in good progress in learning being made in the majority of lessons.
20. The very good relationships also mean that teachers manage pupils' learning and behaviour very well. This means that pupils usually behave well, are attentive and have very good attitudes towards their work. Very little time has to be spent making sure pupils are working to task and this gives very good support to the progress made, particularly in literacy and numeracy lessons. On the very small minority of occasions when pupils' concentration was less than good this was due to factors outside the teacher's control. For example, weaknesses in the accommodation make it very difficult for the school to provide appropriate activities for pupils to do on days when they cannot go out to play. On these occasions some pupils find it difficult to concentrate in the afternoon sessions.
21. Teachers have good expertise across the range of subjects they teach. Very good thought has been given to increasing their knowledge where they feel this is needed, for example through attending courses or seeking advice from other schools in the area. The basic skills of literacy and numeracy are taught well. In addition, good thought has been given to the use of literacy skills in other subjects and this has enabled the school to maintain a very rich and wide-ranging curriculum in addition to responding to national initiatives. Teachers explain things very clearly and manage discussions very well. They choose resources very thoughtfully and plan activities which help pupils to learn easily. All these strategies promote pupils' progress. In the very best teaching seen, in a mathematics lesson on fractions, the quality of explanations and the methods used to help pupils understand were exceptional and resulted in very good learning and progress being made.
22. In all parts of the school reading is taught very well with pupils being heard read very regularly. Careful records are kept of pupils' progress and any difficulties they may have. This has resulted in pupils achieving well for their abilities and has enabled many pupils with special educational needs to reach average standards. Homework is clearly seen as an integral part of learning and is very well linked to work in the classroom. The contribution made by support staff to teaching and learning is very good. Particularly good thought has been given to using support staff well to meet the needs of pupils in different year groups and those with special educational needs. Good thought has been given to meeting the

needs of pupils in the mixed age classes and on the majority of occasions this is well planned and organised. The organisation of activities is satisfactory overall. It is least effective when pupils in the same class, but of different year groups, are working in different subjects.

23. Teachers' expectations of what pupils can achieve are generally good.. However, teachers do not always have high enough expectations of the way in which pupils should record their work. This limits achievement, particularly at Key Stage 1 and also in writing in Years 1 to 6. Pupils' own knowledge of their learning is satisfactory. This is because, although on some occasions they are given the opportunity to organise and plan activities for themselves, for example in individual research, there is less emphasis on allowing the average and more able pupils the responsibility for planning and carrying out open-ended tasks or investigations.
24. The teaching of pupils with special educational needs (SEN) is very good because they are given effective and appropriate support. This is true in all classes because teachers use the targets set in pupils' Individual Education Plans as the basis for their own planning. These targets are shared with the older pupils who are asked to comment on how well they are progressing towards meeting them. Teachers make sure that SEN pupils understand what they have to do and they provide extra, well-matched resources. Sensitive questioning and correction of errors allows pupils to develop confidence. In all classes SEN pupils make very good progress and are enthusiastic about their work.
25. Learning support assistants work well with SEN pupils in all classes. They are regarded by the teaching staff as an integral part of the pupils' learning and are included in planning activities. They are given clear instructions as to what the teachers intend SEN pupils to learn. They are also involved in assessing the pupils' work when it has been completed. This enables them to support SEN pupils appropriately to ensure that they continue to make very good progress.

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

26. The quality and range of learning opportunities offered to pupils in the school are very good. All statutory requirements, including those for religious education, are fully met. The school provides a broad, balanced and rich curriculum for its pupils, despite the limited accommodation. This is because of the hard work and commitment of the staff team and represents good improvement since the last inspection.
27. The school has begun to plan well for the Foundation Stage in the two terms since its introduction. It is continually evaluating and improving provision to meet the specific needs of individual children. Very good thought has been given to linking activities so they cover several areas of learning. For example, during the inspection a group activity using construction equipment linked very well with a shared story about Noah's Ark, and supported co-operative play effectively. Weaknesses in the current accommodation limit some opportunities for physical development, although the teachers make special arrangements to compensate. However, currently children do not have daily access to large apparatus or wheeled vehicles. Because of the small number in the class, individual children's needs, including special educational needs (SEN), are met well. Termly, weekly and daily planning is good and there is a good balance between adult-directed and child-initiated activities so that children can begin to take responsibility for their own learning. There is an appropriate emphasis placed on personal, social and emotional development together with literacy and numeracy. Very good thought has been given to helping children develop skills in all areas of learning. In particular, this is having a positive impact on the acquisition of early scientific skills and knowledge.

28. At Key Stages 1 and 2, the new schemes of work support teachers effectively. These are mostly based on national guidance, but are well adapted to the school's individual needs. These schemes provide a good basis for the planning of work and the development of pupils' skills as they move through the school. This is an improvement since the last inspection. As there are two year groups in each class, the curriculum is planned on a two year cycle. It covers a wide range in age and ability which meets the needs of all pupils. The school has successfully introduced both the National Numeracy and Literacy Strategies, which have had a positive impact on standards. Appropriate sex education and awareness of the proper use of medicines are included in science and the personal, social and health education programme.
29. The curriculum for pupils with special educational needs (SEN) is very good. The SEN co-ordinator and support staff work closely with teachers and make a significant contribution to pupils' learning. The Individual Education Plans drawn up for SEN pupils identify what each needs to learn to overcome their problems and how this is to be achieved. These are followed well and pupils are able to make good use of the opportunities offered to them to learn. In class lessons, teachers' planning is sufficiently detailed to provide additional activities to cater for SEN pupils' particular needs. This allows them to join in all of the activities which take place in their classes. Often, activities are modified to take account of their individual needs, particularly in English and mathematics lessons which contributes to the very good progress being made by these pupils.
30. The breadth of the curriculum offered is very good. The school uses a wealth of visits and visitors very effectively to enrich the curriculum. Pupils benefit from a wide variety of outings in the locality, including places of worship, conservation and field study centres, museums and art galleries. This range of activities is in addition to a number of people who visit the school to talk to the children, tell them stories and run various workshops such as a 'hands on' science workshop about light and sound and a dance company demonstrating contemporary Indian dance.
31. The school has worked hard to overcome the constraints of the accommodation for information and communication technology and physical education. They work well with other schools in the area to provide facilities not available at High Beech. The school is a member of two local schools' associations, which enable pupils to broaden their social and cultural activities. For example, pupils take part in local sports' competitions such as swimming, football, netball and cross- country running. Although there are only a few out of school clubs, the many other opportunities for all pupils to experience extra-curricular activities more than compensate for this.
32. The school cultivates pupils' personal development very well. Spiritual, moral, social and cultural development are part of the whole ethos and underpin the work of the school. All the parents who completed pre-inspection questionnaires agreed that the school was helping their child become mature and responsible. Spiritual and social development are good, and moral and cultural development are very good.
33. Spiritual development is promoted well. There are times during assemblies and in day to day activities which help pupils develop spiritual awareness. In religious education lessons there are opportunities for pupils to reflect on issues and beliefs through the study of other world faiths, such as Judaism, as well as Christianity. Pupils in Years 5 and 6 showed sensitivity when they considered the feelings of Jews who had survived the Holocaust. Assemblies allow pupils to reflect on their personal experiences and own feelings, such as during the inspection when they were asked to think about their feelings for their mothers. In lessons, teachers take advantage of spontaneous instances where spiritual awareness can be developed, and encourage pupils to respond to experiences which otherwise might pass them by.

34. Pupils' moral development is promoted very effectively. The school's ethos fosters values such as respect, politeness and fairness. Each class has a set of rules discussed and agreed by pupils themselves. Older pupils agree a set of 'Rights and Responsibilities' which they take seriously, and respond to well. Teachers and other adults make a point of reinforcing good behaviour by making positive remarks where appropriate. Pupils respond readily without the need of constant punishment or reward. There are many opportunities for pupils, in both key stages, to develop and express moral values, for example through discussions on the themes of friendship, kindness and loving your enemy. Pupils are encouraged to care for others and respect their own and the wider environment. Everyone in the school community takes great care and pride in looking after and improving the school grounds. Raising money for charities is an important aspect of the school's work, with pupils often initiating and organising fundraising activities themselves. The school recently raised £200 for Water Aid, with fundraising activities including running a cake stall, a concert and car wash.
35. The arrangements for promoting pupils' social development are good. The headteacher, staff and voluntary helpers provide good role models by their respectful treatment of pupils and visitors. Good relationships are successfully fostered and there is a strong sense and identity of community in the school. Older pupils are encouraged to care for younger ones, and this helps to promote positive attitudes and friendships throughout the school. The school receives a number of visitors, including the local vicar, policeman and a librarian, providing opportunities for pupils to develop their social skills. Further opportunities are provided through the numerous educational visits, and a residential visit for older pupils. The school has very good relationships with other local schools, enabling pupils to mix with others. Few opportunities are planned for older pupils to undertake responsibility in the running of the school and this limits the progress they make in their personal development.
36. Cultural development is very good, and is a strength of the school. The experiences which the school provides for pupils broaden their horizons considerably and enrich their cultural appreciation. There are school trips to art galleries, museums and other places of interest. Recent visits have included the Royal Opera House, the Ragged School, the National Portrait Gallery and the Tate Modern Gallery. The impressive display of artwork throughout the school reflects the styles of a diverse range of artists including Jackson Pollack, Mondrian, Hofmann and Claus Oldenburgh. Pupils are taught to appreciate their own cultural traditions and the diversity and richness of other cultures. Religious education makes a particularly strong contribution to their cultural development. Younger pupils have learnt about Diwali and Hannukah, while older pupils' recent work has included a study of Israel at the time of the Masada siege. Older pupils have visited a local Hindu Temple and Reform Synagogue. In English, pupils study texts from other cultures and in mathematics they study mathematical puzzles from other countries. There is a very good range of multi-cultural texts in the library, which supports pupils' learning in many aspects of the curriculum including geography, history and English. The rich range of visits and visitors provided helps compensate well for the narrow range of extra-curricular activities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school cares well for its pupils and this is also the view of parents. The school's provision for pupils' welfare, health and safety are good and this maintains the standards seen at the last inspection. The expected arrangements for child protection are fully in place with both the headteacher and deputy headteacher taking responsibility for this aspect. All adults are fully informed as to their responsibilities and alerted when there is a specific need. There is good awareness, and staff are very sensitive to pupils' needs. Effective links are maintained with outside agencies. Procedures to maintain the health and safety of pupils including formal risk assessments are fully in place. Governors are kept up to date and are fully involved, for example in monitoring and updating security.

38. The school has good procedures for promoting good attendance and punctuality which give good support to their learning. Parents say their children are very keen to win the certificate for the best attender of the term. Parents and carers also give good support by ensuring their children attend and by regularly informing the school of planned absences including holidays. This helps to ensure there is no unauthorised absence. The school also maintains good links with the education welfare officer.
39. The school has a good policy in place to promote good behaviour and eliminate harassment and bullying. This is well supported by a good rewards' system for positive behaviour. As a result, pupils behave well in the playground and in lessons and, during the inspection, no bullying or harassment was seen. All adults are very good role models, resulting in the very good relationships seen and the good co-operative and group work in many lessons.
40. The school has very good procedures for assessing and monitoring pupils' academic progress. These have been very well developed since the last inspection. Soon after they have started in the reception class, children are assessed using the local authority baseline assessments which are used effectively to help plan work well matched to their needs. Each year, pupils take tests in English and mathematics, which clearly show their rate of progress as they move through the school. The tests are analysed carefully to enable teachers to adapt their planning in those areas in which pupils did less well. Tests are also carried out in science at the end of each topic and pupils are interviewed to assess their knowledge and understanding. This careful assessment and analysis is contributing to the good progress pupils make in English, mathematics and science. Teachers keep records of assessment in all subjects. These are passed on from one teacher to the next. Portfolios of exemplified work help teachers compare the level of work with the National Curriculum levels. Reading records show that pupils are involved in evaluating and recording their own progress. Each pupil has an English target which they work hard to achieve. Key Stage 2 pupils also have individual targets for mathematics.
41. The quality of marking is inconsistent. Where work is well marked, pupils are given useful pointers on how to improve and challenging, open-ended questions are asked of the more able pupils. The good quality marking is always encouraging and this not only motivates all pupils, but also increases the self-esteem of those with special educational needs. On other occasions, particularly when teachers do not have high enough expectations of how pupils should present their work, marking gives no indication to pupils as to how they could improve the presentation. This results in untidy work which limits the standards pupils reach, particularly in their writing.
42. Monitoring of the progress of pupils who have special educational needs (SEN) is good. An Individual Education Plan (IEP) is drawn up for each child who is at Stage 2 or above on the Code of Practice. These are updated at least termly and more frequently if necessary. Their contents are discussed regularly by the SEN Co-ordinator, class teacher and learning support assistants. This is good practice. The targets set for each child are specific and attainable, for example "be able to spell topic related words such as water and dissolve". There are an adequate number of targets for each pupil which cover both literacy and numeracy. IEPs are also drawn up for pupils with behavioural problems. Older pupils have an input into the targets set for them and this helps to motivate them and encourage progress, but this procedure has not yet been extended to younger pupils. The school effectively tracks the progress made by SEN pupils and monitors movement through the stages identified in the Code of Practice. Particularly good support is given to pupils with a specific statement of need. In this, the work of the school is underpinned by its very positive ethos.
43. The systems for monitoring and supporting pupils' personal development are mainly informal, but they are good. This is because all teachers have a very good knowledge of pupils and are very supportive in helping them develop. Particularly good thought has been

given to helping pupils with special educational needs develop confidence. In this aspect, the work of classroom assistants gives significant support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents are very supportive of the school, which is popular and over subscribed. They consider it to be a caring school that provides well for their children. They are comfortable when approaching the school over any worries or concerns and are very happy with the quality of teaching and the standards achieved. Several, however, expressed dissatisfaction with the lack of extra-curricular activities. The inspection team agrees with parents' positive views. Staff are accessible and approachable and the quality of teaching is consistently good. The range and number of school clubs are less than at the time of the last inspection and also less than in many schools. However, the lack of a hall and outdoor accommodation and also the fact that many children travel to school by minibus limits the school's effectiveness in providing these. In compensation the school offers pupils many experiences outside school in its very good programme of visits.
45. The school has a good range of productive and consistent links with parents that support pupils' learning. It operates an 'open door' policy and parents' involvement in the life of the school is actively sought and encouraged. Many parents make a direct contribution by helping with a range of activities in the classroom, such as reading and art, and by accompanying pupils on school trips. The school makes good use of any expertise or particular interests they have. For example a parent who is a dietician talked to pupils about healthy eating. The active Parent Teacher Association makes a good contribution to the life of the school and to pupils' learning. It provides a wide range of social activities and funds to improve areas of the school. Many governors are parents and they provide a good channel of communication to other parents. Most parents contribute to their children's learning at home by listening to reading and ensuring that homework is completed. Parents' strong commitment to supporting pupils' learning at home has a positive impact on their attainment and progress, particularly in reading. Nearly all parents signed the home-school agreement.
46. Parents of pupils with special educational needs (SEN) are kept well informed about their children's work and progress. Parents of pupils who have a statement of specific needs are invited to the annual reviews. Targets set in the Individual Education Plans (IEPs) are also shared with parents who are sent a copy although they are not required to sign it. Suitable homework, mainly reading, spelling and oral number work, is set for SEN pupils. This is aimed at reinforcing work covered during lessons and is identified as part of the IEP.
47. The quality of information provided by the school is good. The prospectus and governors' annual report to parents are comprehensive and informative. There are regular, well-written newsletters to parents, termly topic information sheets and appropriate curriculum meetings. A noticeboard outside the school building clearly displays up-to-date information on forthcoming events. Termly parents' evenings and daily contact through pupils' homework keep parents involved and in touch with the staff. Parents report that they are happy with the information they receive. Generally, pupils' annual academic reports are good. However, in foundation subjects some teachers state what pupils have covered rather than what they have achieved.
48. Overall the school and parents work well in partnership, exchanging information, both formally and informally, on pupils' personal development and progress. Partnership with parents was noted as a strength of the school at the last inspection and this has been maintained.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. High Beech Primary School is well led and managed. The headteacher, ably supported by the deputy headteacher and other members of staff, has set a clear direction for the school. The staff work very well as a team, sharing ideas between themselves and with the governing body. The headteacher supports teachers to develop their strengths. This results in a well motivated and hardworking staff.
50. The school has clear aims and objectives, which are evident in all aspects of its work. Staff are helped to achieve these aims by the support given by the governing body and the Church. Good relationships exist between all members of staff and there is a shared determination to raise standards, particularly in those areas where results have been below average in the past. The school also has a detailed improvement plan which gives a breakdown of results achieved by pupils and strategies for improving these. The strategies are well thought out, linked to cost and identify whose responsibility it will be to implement them. This ensures a clear direction for the work of the school and its future development. All members of the school staff have a shared commitment to high standards. The necessary framework is in place to ensure that pupils are given the maximum opportunity to reach these standards in the future. The reorganisation of classes in the Foundation Stage and Key stage 1 has helped this considerably.
51. The governing body has addressed the key issue to improve its work identified at the last inspection and is now providing effective support and encouragement to the school's staff. Through its appropriate committee structure it ensures that the school meets all its statutory requirements. Relationships between the headteacher, staff and governing body are extremely good and result in an effective partnership which is helping the school to implement its proposals for raising standards further. As part of this, the governing body has set performance targets for the headteacher. The governing body also shows a clear commitment to the pupils of the school.
52. Governors take an active part in supporting the headteacher in drawing up a school improvement plan. They are aware of the need for strategic planning and their role in this. The main focus for improvement is raising standards of attainment, particularly by pupils in Key Stage 1, and the improvement of the school's facilities by the building of an urgently needed hall.
53. Governors have a clear understanding of the strengths of the school and areas for development. They are well aware of the areas for improvement identified at the last inspection and have taken steps to ensure these have been addressed. This has resulted in the school making good improvement since the last inspection. The headteacher reports regularly to the governing body about developments in the school and governors also visit the school on a regular basis to get first hand information. They share the commitment of the headteacher and the staff to provide the best education possible.
54. The headteacher carries out a systematic programme for monitoring the quality of teaching. This is effectively supplemented by lesson observations carried out by subject co-ordinators. The quality of pupils' work is examined and the opinions of pupils are also sought. This has resulted in the good quality of teaching seen in the school during the inspection. The headteacher has a clear understanding of the strengths of the teachers and also areas for future development. These are shared with the staff, who are all committed to sharing good practice with each other.
55. The school has introduced a satisfactory system of appraisal and performance management. This involves setting targets for teachers with appropriate in-service training needs also identified and reviewed annually. New members of staff are helped to settle in by being given a partner teacher to support them. A clear system of professional development based on the needs of individual teachers and the school improvement plan ensures that the school's objectives are met and that the quality of teaching and the standards of attainment

achieved by the pupils are improving. These aspects have shown good improvement since the last inspection.

56. The school's arrangements for financial management are good. Effective financial routines are clearly set out and followed. The governing body has a written policy outlining what is delegated to the headteacher with regard to the day-to-day management of the school and in particular the financial management. Financial planning is clearly linked to the school improvement plan and all grants made to the school by outside agencies are effectively used. All of the recommendations set out in the recent audit report have been implemented successfully. The headteacher, together with the governing body's finance committee manage the school's finances well.
57. The school uses modern technology effectively including a recognised commercial accounting package. The finance committee monitors expenditure on a monthly basis and approves the annual budget, recommending it to the full governing body for approval. As a result of the good routines that are in place the finances are targeted effectively to meet the school's objectives and the requirements of the school improvement plan.
58. The school also has clearly set down strategies for ensuring that it gets the best value from all items of expenditure, for example building work and the hiring of coaches for visits. The school's expenditure per pupil is high when compared with all schools nationally, though it is broadly in line with other small schools, particularly those on the fringe of London. The school is particularly good at using its financial resources to ensure that pupils experience all the requirements of the National Curriculum despite the lack of facilities. It does this through providing a wide variety of additional experiences outside the statutory curriculum.
59. The school uses funds allocated for specific purposes well. Particularly good thought has been given to using the money allocated for special educational needs (SEN). The school regards the provision for SEN pupils as a high priority and therefore this area is well staffed and very well resourced. The school has allocated its funds well by providing additional learning support assistants. Their support helps to ensure that all pupils make good progress throughout the school and that SEN pupils in particular make very good progress. The pupils and teachers value their support. The SEN Co-ordinator is committed to ensuring that all pupils on the register make the best possible progress. She gives her time freely to the school on a regular basis and supports other members of staff well. This results in the very good progress made by SEN pupils. As a result of the school's very good focus on this aspect, the provision for SEN pupils is very good and good progress has been made since the last inspection.
60. The school has an adequate number of teachers to ensure that the requirements of the National Curriculum are met well. Because of the small number of staff, teachers take on responsibility for areas in which they do not have significant expertise. They then spend a considerable amount of time and effort in ensuring that they receive the necessary training. This results in the good provision and standards seen.
61. The enthusiasm of the school's cleaner for her work ensures that the school is a pleasant environment for pupils to work in.
62. The accommodation in which the teachers and other members of staff have to work is unsatisfactory. Despite the fact that they try hard to overcome problems, their work is seriously hampered by the lack of a school hall, a room to house a computer suite, lack of adequate office accommodation and hard-surfaced outdoor play areas, lack of storage space, and poor accommodation for the work of the special educational needs co-ordinator.
63. The school has a satisfactory range of resources to help meet the requirements of the National Curriculum. Where relevant, these are supplemented by loans from the local

museum and school library services. They are added to on an annual basis in a planned manner, which is outlined in the school's improvement plan.

64. Overall, the quality of leadership and management within the school is good. This represents good improvement since the last inspection. All the key issues mentioned in the last report have been addressed successfully. Due to the quality of its provision resulting in the good progress pupils make and the above average standards they reach by the time they leave at the end of Key Stage 2, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The school has made good improvement since the last inspection. It has improved the quality of its provision and raised standards. Its strengths significantly outweigh the weaknesses.

In order to improve standards further, the headteacher, governors and staff should:

- Continue to seek ways to improve the accommodation, particularly in the provision of a school hall and outdoor play areas, in order to give pupils easier access to all aspects of the curriculum.

(Paragraphs 20, 26, 27, 31, 47, 52, 62, 74, 87, 134, 135, 137, 138)

- Improve the presentation of pupils' work, particularly in writing in English across the school and in mathematics and science at Key Stage 1.

(Paragraphs 5-7, 23, 41, 77, 83, 85, 86, 92, 95, 101, 104, 115, 116, 122, 141)

Minor areas for consideration include :

1. Give pupils more opportunities for planning and organising their own work and for engaging in more open-ended activities and investigations.
(Paragraphs 23, 91)
2. Involve pupils more in assessing their own progress and achievements, especially in working towards individual targets in mathematics at Key Stage 1.
(Paragraphs 95, 98)
3. Continue to explore ways of providing further opportunities for extra-curricular activities.
(Paragraph 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

33
15

Number of discussions with staff, governors, other adults and pupils

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	25	56	16	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)	NA	97
Number of full-time pupils known to be eligible for free school meals	NA	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	NA	2
Number of pupils on the school's special educational needs register	NA	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	5
National comparative data	5.4

Unauthorised absence	%
School data	0
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
	2000	8	5	13

National Curriculum Test/Task Results	Reading	Writing	Mathematics
Boys	6	7	6

Numbers of pupils at NC level 2 and above	Girls	4	4	4
	Total	10	11	10
Percentage of pupils at NC level 2 or above	School	77 (70)	85 (70)	77 (90)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	6	7
	Girls	4	4	5
	Total	11	10	12
Percentage of pupils at NC level 2 or above	School	85 (70)	77 (70)	92 (90)
	National	84 (82)	88 (86)	88 (87)

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
	2000	7	4	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	6
	Girls	4	4	4
	Total	10	11	10
Percentage of pupils at NC level 4 or above	School	91 (87)	100 (93)	91 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	4	3	3
	Total	9	9	9
Percentage of pupils at NC level 4 or above	School	82 (87)	82 (87)	82 (93)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	74
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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)	4.9
Number of pupils per qualified teacher	19.8
Average class size	24.25

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	75

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1999-2000
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	£
Total income	228,156
Total expenditure	227,372
Expenditure per pupil	2,445
Balance brought forward from previous year	16,104
Balance carried forward to next year	16,988

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	96
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	65	30	3	0	3
Behaviour in the school is good.	48	45	0	0	8
My child gets the right amount of work to do at home.	55	33	15	0	0
The teaching is good.	73	28	0	0	0
I am kept well informed about how my child is getting on.	63	33	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	28	3	0	0
The school expects my child to work hard and achieve his or her best.	65	33	3	0	0
The school works closely with parents.	55	35	10	0	0
The school is well led and managed.	55	33	0	0	13
The school is helping my child become mature and responsible.	58	43	0	0	0
The school provides an interesting range of activities outside lessons.	23	18	28	25	8

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

66. Children begin school in the September of the academic year in which they reach statutory school age. Children who would reach their fifth birthday before the end of December attend full time from the start. Other children attend part time until the beginning of the Spring term when they also attend full time. There is a range in the prior attainment of children in the current reception class and it varies from year to year because the numbers in each year group are very small. However, local authority testing and inspection evidence shows that, on entry to the school, children's standards overall are around those expected for their age. At the time of the last inspection provision for children under statutory school age was not reported on separately so it is not possible to make a comparison.
67. Good thought has been given to provision for the Foundation Stage, since it was introduced in September and it has begun well. Both the planned activities and teaching are good and, as a result, children make good progress in their learning and in some aspects are achieving well for their abilities. They reach standards above those expected in reading and early scientific and art skills. Taken overall, the majority of children are likely to reach the early learning goals by the time they enter Key Stage 1.
68. Careful thought has been given to helping children settle in to school. Few children have had experience of nursery education, although the majority attend a playgroup before starting school. There are good links with a playgroup in the village through a parent governor who helps to run it. Children visit the school before they start, with their parents, and the very supportive ethos helps them to settle in well and develop confidence.
69. A very good system for on-going assessment and recording of pupils' progress at Key Stage 1 has been adapted for the Foundation Stage and is giving good support to planning for the next steps in individual children's learning. As a result of the good provision, children make good progress overall in developing their skills, knowledge and understanding.

Personal, social and emotional development

70. Both the teaching and curriculum for children's personal, social and emotional development are good and, because of this, they make good progress in their learning. Most children have average social skills when they begin school, but the majority in the present reception class are very young and still need support in taking turns and listening to others. Teachers are good at helping children to wait their turn. Most children answer confidently and, although a minority still need some help when settling to a group or paired task, most work and play together very well. Very good teaching in religious education activities helps children to understand the impact of their actions on others and gives a good foundation for the very good relationships seen throughout the school. Children begin to show initiative and accept responsibility for organising or tidying resources.

Communication, language and literacy

71. The provision to promote children's communication, language and literacy skills is good. The majority of children enter the school with around average skills in this aspect. The basic skills of literacy are taught well and, during their time in the reception class, children make good progress. The majority of children reach the standards expected in this area by the time they enter Key Stage 1 and in reading most exceed them. In group or whole-class lessons good habits in speaking and listening are promoted well. Children are encouraged to speak clearly and do so with increasing confidence, also becoming better at listening.

New words are carefully explained and so children increase their knowledge of vocabulary well. Good thought has also been given to promoting children's enjoyment of stories. Many activities are linked to the book chosen for the week and this helps children to take part in imaginative role-play situations. Because of this very good focus on books and the encouragement to recognise or sound out many words, children make exceptionally good progress in learning to read. In this they are well supported by their parents who regularly encourage them to read at home. All these strategies help most children to exceed the early learning goals for reading by the time they begin Key Stage 1. Children are taught to form letters correctly and develop secure writing skills. All children write their own names and enjoy practising their skills when writing letters in "the office".

Mathematical development

72. The provision for children's development and awareness of mathematical language and skills is good. On entry to school most children's knowledge of number and mathematical concepts is around average and they make sound progress to reach the expected standards by the time they enter Key Stage 1. The good attention given to developing mathematical vocabulary helps children make good gains in this aspect. Most children recognise and order numbers to ten and are beginning to do simple addition and subtraction with these numbers. Most children write their numbers accurately. The more able children work with numbers up to twenty. Children accurately identify shapes and their properties and develop early measuring skills through comparing size and quantity.

Knowledge and understanding of the world

73. Provision for children to develop knowledge and understanding of the world around them is good and especially good for science and religious and moral education. Prior knowledge on entry to the reception class is around that expected. Teachers promote children's interest in the world around them very well. As a result, children acquire good early scientific investigation skills and this helps them to make very good gains in scientific knowledge. For example children have a clear understanding of how heat changes the state of water and a good knowledge about plants and animals. This area of learning is also supported very well through religious education lessons, for example stories from the Old Testament. Children acquire early historical and geographical knowledge through learning about the local area and their families. During the inspection the role-play area was set up as a veterinary surgery. The use of the mouse and keyboard to operate the computer is taught well and this allows pupils to use programs to help their learning in a range of areas such as literacy and art. All children are likely to reach the standards expected in this area of learning by the time they enter Key Stage 1, and in science investigation skills and knowledge, the majority are likely to exceed them.

Physical development

74. The school is limited in the provision it can offer for children's physical development by the lack of a hall and adequate outside play areas. However, staff work very hard to ensure that children have access to the range of physical experiences expected, although this is not as regular as they would like. Within these constraints, the teaching and curriculum are good and children make good progress in some aspects. On entry to school most children have the physical skills expected for their age. These are developed well through the handling of objects such as puzzles, the use of pencils, crayons, and other resources for art and craft activities. By the time children leave the reception class, most have developed the expected skills in cutting, sticking and shaping materials. Although there is access to an outdoor play area and the school has a range of large and wheeled toys, there is currently no large climbing apparatus for children to use. The school has been very responsive in addressing this. At present, children take part in physical education lessons with Year 1 pupils and are also able to accompany them to another school to use larger apparatus. However, the lack

of accommodation and equipment at the school limits greater progress. Despite this, overall, the majority of children reach the level of skills expected by the time they leave the reception class.

Creative development

75. On entry to the school children's skills are around average. Very good thought has been given to helping them develop a range of art skills to allow good representation of their ideas. During the inspection children were making good progress in learning how to show the movement of water through form and colour. Children quickly learn to draw patterns, animals and people and, by the time they enter Key Stage 1, the majority express themselves effectively with different mediums and techniques. Examples of their work included tissue patterns in the style of Hoffman, cat faces with pipe cleaners for the whiskers, and clay animals. In this aspect they make good progress and exceed the standards expected by the time they enter Key Stage 1. Progress in other aspects is satisfactory and children reach the standards expected. They enjoy role-play and easily suggest ideas for a new story to act out. Many good opportunities help children to learn songs by heart, to sing in tune and to play percussion instruments.

ENGLISH

76. By the end of both key stages pupils have made good progress in their learning and achieve well for their abilities. Overall, standards are above the national average. This is because of the very good provision seen in the literacy hour and the school's evaluation of the areas it needs to develop. Because of the very good provision and support for pupils with special educational needs, they achieve very well for their abilities in all aspects of the subject and the majority reach average standards. This represents a good improvement since the last inspection.
77. By the end of Key Stage 1, for current pupils, standards are above the national average in reading and in some, but not all aspects of writing. This is better than last year when, in the national assessments, standards in reading and writing matched the national average. In comparison with schools in similar contexts standards in 2000 were average in reading, but above in writing. The number of pupils in each year group is much lower than in most schools therefore the proportion of pupils with special educational needs in each cohort affects the percentages of pupils reaching average standards. This has led to a wide variation in results over the past four years. However, assessment statistics and inspection findings suggest standards are improving at a better rate than most schools nationally in reading. This is because the school analyses its results very well and makes good plans to address the weaknesses.
78. By the end of Key Stage 2, current pupils reach standards which are above the national average. This is better than last year when overall standards in the national tests were average. Current Year 6 pupils have made good progress in their learning, particularly in reading, from the time they were assessed at the end of Key Stage 1. When the 2000 results were compared with those of schools in similar contexts, standards were around average. As at Key Stage 1, the small numbers in the year groups means that results vary considerably from year to year. Overall, they are improving at the same rate as most schools. As at Key Stage 1, the improvement is due to the very good analysis the school makes of its results and the strategies it adopts for improvement.
79. Pupils made good progress in developing their speaking and listening skills, particularly listening, which is above average at the end of both key stages. By Year 2, pupils listen very carefully to their teacher and each other. This helps them to make at least satisfactory progress in all areas of the curriculum. It helps pupils to join in useful discussion activities, for example on the vocabulary used in a story about Jack and the

Beanstalk. Year 2 pupils are effective communicators and speak clearly and confidently about a range of subjects. However, only the more able pupils begin to adapt speech to listeners' needs. Good progress continues throughout Key Stage 2 where it is very well supported by the opportunities for discussion in a range of lessons. All pupils listen very carefully which means they can respond well and question others as to their opinion. In this aspect they reach above average standards. Most pupils talk confidently, expressing their views very clearly, for example when they discuss the opposing views on fox hunting. Less emphasis is given to using spoken language in formal situations such as in debate or a school council. In addition, the lack of a school hall limits opportunities for drama. In speaking, the majority of Key Stage 2 pupils reach the standards expected. Because of the very good support given to pupils with special education needs, across the school they are making very good gains in developing their speaking and listening skills. Many of these pupils achieve the same levels as other pupils in the year group, although some still need encouragement to express their views.

80. Overall, standards in reading are above average at the end of both key stages and the majority of pupils make good progress to achieve well for their abilities. The reasons for this are the very good teaching in literacy lessons, the fact that all pupils are heard read regularly, the very good assessments and records which are kept and the very good support given by parents who regularly listen to their children read at home. As a result of the very good provision and support from the special educational needs teacher and classroom assistants, pupils with special needs make very good progress to achieve very well for their abilities.
81. In literacy lessons, Key Stage 1 pupils are enthusiastic about the books they read. They listen carefully and gain a good understanding about the story and its characters. In a very good literacy lesson seen, pupils confidently talked about what the story told them about the ogre's character. For their individual reading, most Year 2 pupils choose to read children's novels which they enjoy and talk about confidently, easily understanding what the story is about. The more able pupils are very mature readers, reaching a standard well above that seen in most pupils of their age. Pupils with special educational needs are reading at a level close to the national average. They recognise simple words and try to sound out those they do not know, also using the context of the story. By the end of Key Stage 1, most pupils use information books to help their learning in a range of subjects.
82. At Key Stage 2 very good thought is given to choosing the books for literacy lessons. Therefore, by the time they leave the school, pupils have a good knowledge of different types and styles of text. During the inspection, pupils in the Year 3/4 class easily identified the major features of characters in the story they read. Although many did not find this easy, pupils in the Year 5/6 class began to understand why emotional language is a more powerful persuader than rational language in newspaper accounts about hunting. In their personal reading, all pupils choose to read novels. The average and more able pupils read texts above the standard expected for their age with secure understanding. Because of the very good provision, many pupils with special educational needs reach average standards, reading accurately and expressively and referring to the story to explain the plot or describe the characters. Although all pupils have a sound understanding of how to gain information from non-fiction books and do so in their personal research, the standards they reach are average. This is because, although the skills are taught well in literacy lessons, the school only has room for a very small library and pupils' opportunities to use their skills are very limited.
83. Good progress is made in some, but not all aspects of writing at both key stages. The school has made a good effort to improve spelling and, as a result, standards are above average at the end of both key stages. Very good thought is being given to pupils using appropriate and effective language in their writing, resulting in standards in this aspect being above the national average at the end of both key stages. The use of correct

punctuation, sentence structure and paragraphing are taught and pupils use these skills appropriately in their writing. In handwriting lessons, the majority of pupils show that they can write at the level expected for their age. However, when writing stories or accounts, both in English and in other subjects, teachers do not have high enough expectations of how pupils will present their work, particularly at Key Stage 1. Because of this pupils do not take enough care in their handwriting or punctuation, nor do they set out their work in lists or paragraphs as well as they are able. As a result, although pupils have made good progress in learning these skills in literacy lessons, they only reach average standards in the way they present and organise their written work and not the standards of which they are capable. At both key stages, pupils write for a range of purposes both in English and in other subjects. By the end of Key Stage 1 the majority of pupils choose words well to make their writing effective, beginning sentences with "First" or "During" and connecting them with words like "then, so or because". More able pupils have a very good grasp of traditional story writing. Pupils write a range of imaginative stories, for example " My Space Trip ", and effective poems such as "Caribbean Counting Rhymes". They apply their skills appropriately in other subjects, for example writing the instructions for making a puppet in design and technology, but the weaker presentation limits their standards. By the time they leave the school, pupils write effective playscripts for the story of " The Pied Piper ", easily developing the characters through the words they use. They use language very effectively in their poetry, for example in " The Truck Monster " and imaginative stories such as " Dream Journeys ". Pupils also write good stories linked to history such as " My Day as a Flower Seller ".

84. Throughout the school, pupils' attitudes to their work are always at least good and in literacy lessons their very good attitudes and behaviour help them to learn very well.
85. At both key stages, teaching across all aspects of English is good and it was very good in all classes in the literacy lessons observed. Teachers have a very good understanding of the subject and teach the basic skills very well. Planning is good and is very well matched to pupils of different ability in literacy lessons. This helps all pupils to make good progress and supports the very good progress made by pupils with special educational needs. Teachers explain very clearly and answer pupils' questions very effectively, probing and supporting to help pupils of all abilities learn easily. Resources, particularly books, are very well chosen to help pupils learn about different types of text and how to understand the development of plot and characters. Very good thought is given to promoting vocabulary development and, as a result, pupils confidently learn about and use a good range. The very good assessment system is used very well to help promote pupils' progress. Very good thought has been given to promoting the development of pupils' literacy skills in a range of other subjects. An example of this is where the Year 3/4 class teacher used a current newspaper report to introduce pupils to an environmental topic in geography. Good use is made of computers to help pupils record their work and homework gives effective support to learning, particularly in reading and spelling. Teachers generally have good expectations of what pupils can achieve, but their expectations of how pupils will present their written work are not always high enough, particularly at Key Stage 1. On some occasions marking does not make it clear to pupils that work is not recorded well, and this is limiting the standards pupils achieve in their writing.
86. Curriculum planning is good and the careful thought given to promoting pupils' interest helps them to make good progress. Good attention is given to addressing the needs of pupils in mixed age classes. The literacy strategy has been implemented very well and this helps pupils to learn a wide range of skills. However, because less emphasis is placed on applying their skills when recording their work, pupils are not as good as they could be in using their handwriting and organisational skills. The school is addressing the problem of its small library by planning for the visiting librarian to regularly take small groups in the library to develop their study skills. The procedures for assessing and

monitoring pupils' progress are very good. Together with the targets set for individual pupils they are giving good support in helping them to make progress.

87. The subject is led well by the co-ordinators and development in the subject is very well supported by the hard work and commitment of all staff. The thorough analysis of national tests and other data gives useful information which the school uses very well to help improve standards further. The high level of expertise in teachers and classroom assistants is a significant factor in the good progress pupils make. Resources are satisfactory overall, but good thought has been given to book resources and this has helped support the above average standards seen in reading. Due to the lack of a school hall and the small size of the library, accommodation is unsatisfactory although staff work very hard to ensure that this has the minimum impact on pupils' learning.

MATHEMATICS

88. Results in the year 2000 national assessments at the end of Key Stage 1 were well below the national average. The proportion of pupils attaining the higher Level 3 was broadly in line with the national average, but the proportion achieving the expected levels was below. When compared with similar schools the proportion of pupils attaining average levels was also below average. This was partly because around a fifth of the pupils taking the tests had special educational needs. Between 1997 and 2000 results have varied. However, with such a small number of pupils taking the tests it is difficult to make any judgement about trends over time.
89. At the end of Key Stage 2, the results in the Year 6 national tests showed that the proportion of pupils reaching expected standard was well above that of all schools nationally and also similar schools. The proportion of pupils reaching the higher Level 5 was also well above average. Between 1997 and 2000, results were variable for the same reason as at Key Stage 1.
90. Standards at the end of Key Stage 1 are currently in line with national expectations. Evidence gathered during the inspection suggests that the proportion of pupils who will reach both the average and also the higher levels at the end of Key Stage 1 is in line with national expectations. Standards at the end of Key Stage 2 remain well above average. Taking into account pupils' knowledge and performance in mathematics when they begin work on the National Curriculum, pupils make sound progress in Key Stage 1 and good progress in Key Stage 2. This represents good improvement since the last inspection.
91. Pupils have very good attitudes to their work in mathematics and behaviour is also very good. Pupils co-operate well, take their work seriously and are keen to succeed. There are occasions, however, when the more able pupils would benefit from being given more opportunity to take responsibility for their own learning. The positive response and attitude of the pupils contribute well to the progress they make overall. Pupils with special educational needs make very good progress.
92. When pupils start Key Stage 1, their standards in mathematics are broadly in line with that which would be found nationally. By the end of the key stage they have made sound progress in developing their understanding of number. Pupils manipulate numbers easily and explain the strategies they have used when working out problems. For example, they were seen counting easily in multiples of 2, 5, 9 and 10, starting at numbers other than zero, both forwards and backwards. Pupils also accurately identify the missing number in addition and subtraction problems. They develop their understanding of two-dimensional and three-dimensional shapes and display the results of surveys they have carried out on bar charts. On some occasions pupils' work is not recorded as accurately as it should be.
93. At the beginning of Key Stage 2, pupils build well on the work carried out in Key Stage 1 and develop their strategies for solving number problems in addition, subtraction, multiplication

and division. Pupils understand about fractions and know, for example, that although $\frac{2}{6}$ and $\frac{1}{3}$ look different, they do in fact have the same value. They develop their understanding of different two and three-dimensional shapes and begin to learn the language associated with angles. Pupils use standard units when measuring and estimating height and length. They can also tell the time. In handling data pupils confidently use tally charts and bar graphs to display information they have collected.

94. By the end of Key Stage 2, pupils understand simple algebra, finding missing numbers and solving simple equations. They readily give explanations of the strategies they have used when carrying out work and use any mistakes made as learning points. Pupils continue to build on the skills they have learnt earlier in the school when working with two and three dimensional shapes, calculating the area of irregular shapes, the angles between parallel lines and identifying lines of symmetry. Their understanding of data handling is also increased to include probability and line graphs. Much of this work is carried out on the computer.
95. The quality of teaching observed throughout the inspection ranged from good to excellent and overall was good in both key stages. This represents an improvement since the last inspection and is one of the reasons pupils make good progress overall. In the lessons observed the good teaching consisted of good opportunities for mental arithmetic, activities designed to meet the needs of pupils of different abilities, the use of correct vocabulary and a secure knowledge of individual pupil's needs. Most Key Stage 2 pupils are set targets to help them to understand how they can improve their work further, although this does not yet happen for younger pupils. In addition, in Key Stage 1, less emphasis is given to identifying what average pupils need to do in order to help them reach the higher levels of attainment. Presentation in mathematics is variable. Poor presentation of work in some classes is restricting the progress being made by the pupils in these classes.
96. The National Numeracy strategy has been implemented effectively by the school. It has helped to raise standards of both teaching and learning and has enabled pupils to make good progress.
97. Pupils are given good opportunities to use the skills they have learnt in mathematics in other subjects. For example, during registration in the reception class pupils were asked to take away the number of children present from the number of children on roll and say how many children were missing. They did this easily. In Years 1 and 2, pupils were beginning to learn about co-ordinates in one geography lesson. In Key Stage 2, pupils were able to put dates in their correct order on a time line during one religious education lesson, including both BC and AD dates. Every opportunity for reinforcing mathematical skills throughout the curriculum is used well by the school.
98. Teachers plan their work following the National Numeracy Strategy. Effective use is made of the Department for Education plans for teaching mixed age classes which are available on the Internet. No evidence was seen during the Inspection that mixed age classes were having a detrimental effect on pupils' learning. In fact older pupils often support the learning of younger pupils without this affecting the progress they make themselves. Marking is giving sound support to pupils' learning. However, too little emphasis is given to involving pupils in assessing their own work to help them easily identify how they can make further improvement.
99. Mathematics is well managed and the co-ordinators have a good understanding of the strengths and areas for development. They have planned for further development and regularly monitor the quality of teaching and learning, giving good quality feedback to members of staff. Their enthusiasm for the subject is stimulating to both pupils and staff. Overall the school has made good progress in improving its provision for mathematics since the last inspection.

SCIENCE

100. At the end of Key Stage 2, pupils' results in the 2000 national tests were well above the national average and also those of schools in a similar context. This was because many more pupils reached the higher than expected level than most schools. Analysis of past results shows these pupils to have made good progress as they moved through the school. Standards in the 2000 teachers' assessments for Key Stage 1 pupils were below the national average. This was because more than a fifth of the year group was on the special educational needs register.
101. Work seen during the inspection shows that, by the end of Key Stage 1, current pupils reach average standards. Pupils identify various plants and animal habitats, name common materials and sort them according to their properties. They carry out experiments and learn a variety of scientific vocabulary. However, recording their findings is not developed systematically, which leads to poorly presented work and reduces the pace of learning. By the end of Key Stage 2, the work seen shows that pupils reach standards above the national average. A particular strength is the development of pupils' learning through investigation. Pupils carry out detailed investigations using appropriate vocabulary and understand the need for accurate measurements. They make informed predictions and suggestions when planning their experiments and record their work in a variety of ways, including block and line graphs and flow diagrams. Year 5 and 6 pupils explain the nature of light, reflection and shadows well as a result of their good experiments. They effectively describe the changing state of materials, showing a particularly good understanding of how air can be trapped in solid objects.
102. Throughout the school, skills and knowledge are developed appropriately. In Years 3 and 4 pupils investigate which materials keep things warm. They make sensible predictions before testing and then record their results clearly. As much of the work is carried out through investigations, it captures the interest of the pupils and they are keen and eager to learn.
103. Overall, the quality of teaching and learning, including that for pupils with special educational needs, is good and during the inspection a very good lesson was seen at Key Stage 2. Teachers plan their lessons systematically to develop skills and understanding. They prepare interesting resources, which allow pupils to see the practical application of the lesson. In the best lessons, teachers have good subject knowledge and question pupils effectively helping them to understand new concepts and learn new skills easily. These lessons are well paced and this keeps pupils interested and listening well. Teachers have high expectations of what pupils can achieve both in terms of learning and also behaviour. These good features enable pupils to work for sustained periods of time, carry out tests accurately and achieve high standards. In the very good lesson, pupils were well motivated by challenging work, which demanded their concentration, precision in measuring and co-operation with others in the group. From a series of tests, they easily identified the factors that affect how quickly solids dissolve.
104. Numeracy and information and communication technology skills are used effectively in science. For example, pupils learn how to record their work by creating a branching database to identify the particular materials objects are made from. Pupils enjoy science and behave well in lessons. They are keen to talk about what they are doing and work together effectively. However, some work in books is untidy and insufficient attention is paid to its organisation and presentation.
105. The subject is well managed and meets the requirements of the National Curriculum. The co-ordinators have a clear commitment to raising standards. The introduction of the new nationally recommended scheme has ensured that sufficient time is allocated to science. This is an improvement since the last inspection. Pupils are tested at the end of each unit of work and interviewed to assess their knowledge of the topic. The portfolio of work exemplifying national levels of attainment has been agreed by the whole staff and enables

them to evaluate pupils' work and plan future lessons. Visitors to the school give pupils the opportunity to experience, first hand, different areas of science such as "Light and Sound". The school is currently developing a wildlife area in its grounds in co-operation with "The Epping Forest Centenary Trust" and this is now being effectively used to support learning. Outside visits to conservation areas and field study centres also enrich the curriculum effectively and make a valuable contribution to pupils' learning.

ART AND DESIGN

106. By the end of both key stages, pupils attain standards in art that are broadly in line with those expected nationally. This maintains the standards seen at the last inspection. Pupils achieve appropriately for their ability at Key Stage 1 and well at Key Stage 2. Evidence from previously completed work shows that pupils use a range of media and techniques. By the end of Key Stage 1, pupils have experienced drawing, painting and collage. Pupils have also looked at the paintings of Mondrian, and work of other modern artists including patterns. They used the computer to generate patterns of their own in the same style. They talk about their work and can explain how they produced different effects.
107. By the end of Key Stage 2, their skills and knowledge are extended so that pupils are able to produce good close observational drawings of different containers. They studied the repeating patterns of William Morris and create designs of their own. After a visit to the Tate Modern gallery, pupils study still-life paintings and styles of different artists. They set up and drew individual still life arrangements. Good use is made of sketchbooks for planning, designing and sketching. For example, older pupils completed a series of sketches of sculptures, which they had seen at the gallery.
108. In the one lesson seen, the teacher's good introduction encouraged pupils to think about textures and how to reproduce them in their own work. The groups were well organised and pupils used a variety of media and different techniques in closely observed drawings. The pupils showed interest and good concentration. Information and communication technology supports art well. Pupils access gallery web sites and comment on the pictures related to their topics.
109. The school has adopted the nationally recommended scheme of work and is adapting it to fit its needs more closely. The co-ordinator has worked hard to produce a file of work completed by pupils, with detailed assessment sheets showing the units of work covered. She ensures that there are sufficient resources available to enable art to be taught effectively throughout the school.

DESIGN AND TECHNOLOGY

110. The standards of work seen were in line with the expectations for the ages of the pupils in both key stages. At both key stages, pupils achieve appropriately for their ability. By the end of Key Stage 2, all pupils, including those with special educational needs, have developed their skills, knowledge and understanding in design and technology by following the requirements of a nationally recommended scheme of work. They develop their understanding of how products have to be designed and know that plans frequently need to be modified in order to achieve the best results. Pupils develop the skills necessary to be able to assemble materials, having first considered their properties. They also increase their understanding of health and safety issues whilst working in design and technology. Pupils in Key Stage 1 develop their skills by designing and making puppets. Younger pupils in Key Stage 2 design and make purses and older pupils have designed slippers. After carrying out the initial design process they adapt their designs and then make the slipper. All pupils are also taught to evaluate their work when they have finished it, which they do effectively.
111. As the subject was not being taught during the week of the inspection, no lessons were seen and it is therefore not possible to comment on the quality of teaching in design and technology. However, from the work seen it is evident that teachers have satisfactory

subject knowledge. They also plan and assess pupils' work effectively to support learning. The subject is well managed, however, and the co-ordinators have identified areas for future development to ensure that pupils make further progress in this subject. The subject is adequately resourced through a variety of tools and materials which are centrally located, with some tools being stored in classrooms. Standards of attainment remain in line with national expectations which means that the school has maintained the standards seen at the last inspection.

GEOGRAPHY

112. It was only possible to see one lesson during the inspection, in lower Key Stage 2. Evidence is also taken from the scrutiny of pupils' work and talking to pupils. All pupils, including those with special educational needs, make at least satisfactory progress in developing their skills and knowledge in all aspects of the subject and therefore achieve appropriately for their abilities. As a result, at the end of both key stages, pupils reach standards which are in line with national expectations. This is mainly the same as was seen at the last inspection.
113. Key Stage 1 pupils gain a secure knowledge of the area in which they live and are beginning to understand how geographical information is represented on graphs and maps. They compare life in England with that in Bangladesh and contrast the way of life and climate. By the end of the key stage they have acquired the skills and knowledge expected.
114. At Key Stage 2, pupils build on this. Their interest in what is happening in the local area and beyond helps them to make good gains in some aspects. For example, in the Year 3/4 lesson observed, a newspaper item on the development of Stansted airport gave pupils a good understanding of how change affects the environment and peoples' lives. A visit by the Year 5/6 class to the Lea Valley Park for a study of the River Lea resulted in good gains in using fieldwork to increase knowledge and mapping skills. Pupils increase their skills in using geographical resources, for example traffic surveys and street maps. They develop a secure understanding of geographical themes and places, for example in their knowledge about weather and climate and the locations of the Olympic Games of the modern era. By the time they leave the school, overall, standards are in line with those seen nationally.
115. In the lesson seen, pupils showed good interest in environmental issues. They listened carefully and contributed well to the discussion, which helped them to make good gains in their knowledge and understanding. In the Year 5/6 river study, the carefully recorded and presented work help pupils to achieve a good standard. However, on other occasions, work is not so well presented.
116. Because only one lesson was observed it is not possible to make an overall judgement about teaching, although from the work seen teachers plan effectively. Teachers also have sound expectations of what pupils can achieve, although there is less of an expectation that work will always be well presented. In the lesson observed teaching was good. The issues concerning growth and expansion in the countryside were very well explained and the following discussion was well managed.
117. Good thought has been given to long-term planning and the curriculum is rich and interesting. Leadership of the subject is effective and is very well supported by the commitment and hard work of all staff. Very good use is made of visits to the local area and beyond, for example to Walton-on-the-Naze and Osmington Bay.

HISTORY

118. It was only possible to see one lesson during the inspection, in Key Stage 1. Evidence is also taken from the scrutiny of work and talking to pupils. All pupils, including those with special educational needs make at least satisfactory progress in developing their skills and

knowledge in all aspects of the subject to achieve appropriately for their abilities. By the end of both key stages, pupils reach standards which are in line with national expectations. This is the same as was seen at the last inspection.

119. Key Stage 1 pupils use artefacts, pictures, videos and book sources to help make sound gains in their skills and understanding. In the lesson observed in the Year 1/2 class, pupils showed they have a good knowledge about the life of Florence Nightingale and her impact on improvements in health care. They used pictures of conditions in Scutari to help identify how germs were spread in unhygienic conditions. They understand how life changes over time through comparing their toys with those of their parents and grandparents and looking at toys from past eras on their visit to The Museum of Childhood.
120. At Key Stage 2 pupils increase their skills in using information to gain a secure understanding of life in the past, for example in studying the family tree of the local Baring family. A visit to Kentwell helps pupils to make good gains in understanding what life was like in Tudor times. The very good range of visits to places such as the Ragged Museum and The Museum of London helps them to learn through using artefacts and acquire a secure knowledge of life in the past. By the time they leave the school pupils have gained the skills and knowledge expected for pupils of their age.
121. Pupils enjoy finding out about the past and ask good questions to help increase their knowledge.
122. Since only one lesson was observed it is not possible to make an overall judgement about teaching and learning, but from the scrutiny of teachers' planning and pupils' work, it is evident that teachers have secure subject knowledge and provide an interesting range of activities which motivate pupils well. Less emphasis is placed on presenting work carefully, although their recording shows pupils have understood their learning. In the lesson observed the teacher explained carefully and encouraged pupils to make their own judgements by using picture resources.
123. The curriculum is good and the activities planned for pupils on visits are very good. On these occasions pupils are very well motivated and learn easily. The subject is led and managed well, ably supported by all staff. Resources are satisfactory overall, but the good use of visits and loans from the local library service mean that pupils have good access to artefacts and primary evidence.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Overall standards in information and communication technology (ICT) are good. By the end of Key Stage 1, pupils are achieving standards in line with national expectations. By the end of Key Stage 2, their attainment is above that expected for their age. All pupils in the school develop their skills, knowledge and understanding of ICT well. This is an improvement since the last inspection.
125. The support given by teachers and learning support assistants ensures that pupils in Key Stage 1 make satisfactory progress and those in Key Stage 2 make good progress. As a result, pupils make good progress during their time at the school. Pupils with special educational needs make very good progress in this subject.
126. In Key Stage 1, pupils develop their understanding of how text can be modified and moved, and used for display purposes, by means of a word processing package. They also save, retrieve and print their work. Pupils describe how a mouse is used and develop their knowledge of the keyboard, although they do not learn to use the correct terminology associated with these processes. They explain different ways of executing the same task, for example that when printing either the icon or the "File" menu can be used. Pupils also

use a graphics programme to paint in the style of Jackson Pollock using his painting entitled "Yellow Islands" as a model.

127. Pupils in Key Stage 2 develop their skills knowledge and understanding in ICT through the use of a wide variety of programs. They copy, cut, paste and save their work. Pupils use word processing as a tool for completing their work and cut and paste work between applications, for example by copying pictures from the Internet into a desktop publishing package. Pupils accurately use sensor equipment linked to a computer to measure the environment and changes in their body such as pulse rate and blood pressure. They also use the computer to control models they have made and can input information into a spreadsheet in order to draw a table or graph. In one lesson seen, more able pupils were beginning to learn how to input equations into a spreadsheet. Pupils have also used the computer to compose music. All teachers make very good use of the computer to help pupils' learning in a range of subjects. Examples of this seen during the inspection include a numeracy lesson in Key Stage 1 where pupils were inputting numbers, together with addition and subtraction signs, to find the target number which had been given them, and in the reception class pupils were using a computer to recognise shapes. Younger children in Key Stage 2 were using the computer to design their own decision trees, supporting the foundation for their data base work. Research is frequently carried out on the Internet to support work in other subjects. For example, in design and technology pupils used the Internet to carry out research on different designs of slippers before designing their own. As in Key Stage 1, pupils are not taught to use of correct terminology.
128. Pupils have very good attitudes to ICT. They enjoy their work and apply themselves well to it. They co-operate well in groups when working on the computer and are able to discuss their work with adults and explain the processes they have used.
129. Teaching seen during the inspection ranged from good to very good. Activities are well planned and skills are well taught. This supports the pupils in making good progress. Although skills are taught well, teachers are restricted by the accommodation. Because of the lack of space, the school is not able to group computers in order to be able to teach skills to classes as a whole. Imaginative use has to be made of the resources provided in other schools and on a residential visit in order to be able to teach the curriculum satisfactorily.
130. The school has an adequate number of computers and makes the best use of these. The subject is well managed and teachers are enthusiastic to develop the role of ICT in the curriculum further. They have worked hard to improve their own understanding of the use of ICT and are passing on their enthusiasm to the pupils. Overall the school has made good progress in this subject since the last inspection.

MUSIC

131. At the end of both key stages, pupils attain standards that are broadly in line with those expected for their ages and they achieve appropriately for their ability. It is not possible to make a comparison with standards at the time of the last inspection because only a few lessons were seen and none at Key Stage 1. Pupils learn to sing tunefully, both in acts of collective worship and in class lessons, but lack confidence as there is no firm accompaniment. Lessons are well balanced to teach the pupils a variety of skills and provide good progression from one lesson to the next. Key Stage 1 pupils learn to recognise high and low pitch in simple nursery rhymes. Key Stage 2 pupils use keyboards when composing and they are competent in playing untuned percussion instruments. They use standard notation and can alter the tempo and rhythm of their work.
132. In the few lessons observed during the inspection, teachers had sound subject knowledge and gave good demonstrations. Planning is satisfactory and pupils know what they are expected to learn in each lesson. Pupils with special educational needs make good

progress, because they are well supported and encouraged. In one lesson, a pupil with special educational needs contributed well and led a group. Pupils respond positively in lessons and co-operate well when composing and working in groups. The curriculum is satisfactorily planned around a national scheme of work. This ensures that pupils cover all aspects of the subject.

133. The co-ordinator supports colleagues well and prepares the pupils to perform in musical productions. Pupils use a music program for composing on the computer, which supports their learning in both music and information and communication technology.

PHYSICAL EDUCATION

134. In spite of the poor facilities, all pupils including those with special educational needs make satisfactory progress in their learning. By the end of both key stages, pupils attain standards in line with national expectations and their achievements are in line with their abilities. This maintains the standards seen at the last inspection.
135. The school works very hard to make good provision for all areas of physical education. It is dependent on external facilities for most activities. There is no school hall, so dance lessons have to be held in the local village hall. Gymnastics lessons are held in one of two other local primary schools. These lessons, and swimming, which takes place throughout the year, involve coach trips and considerable organisation and expense. There are no school playing fields, so children have to be supervised walking along the road to the nearby sports ground for cricket and athletics.
136. The very small playground offers limited space for games lessons and when it rains, as it did in the week of the inspection, there is no alternative but for pupils to miss lessons. In spite of this very good arrangements were made on this occasion to help pupils make progress in their knowledge and understanding of physical education. During this lesson, time was spent on discussing the importance of water safety and pupils then completed a risk assessment for their swimming activities.
137. In the one lesson seen, the teacher gave very clear instructions and demonstrations, which involved pupils. The lesson had a clear structure, with warming up and cooling down exercises, skills training and main activities that included a competitive element. Pupils knew the routines and the teachers' high expectations, and they worked well in the confined space.
138. Despite all the difficulties, pupils are given good opportunities to develop their skills. In addition to lessons, pupils have sports clubs such as netball before school and cross-country running during the lunch hour. Pupils benefit from coaching from members of local professional football and cricket teams. The school takes part in local sports competitions and does particularly well in swimming. The residential trip gives pupils the opportunity to take part in outdoor adventurous activities and link these to work in information and communication technology as they record their scores and other data.

RELIGIOUS EDUCATION

139. Because of the good provision, throughout the school pupils make good progress in their learning. The overall standards of work are above those set out in the Locally Agreed Syllabus by the end both key stages. The school uses the Essex Agreed Religious Education Syllabus as its scheme of work and successfully implements the two strands of learning "through" religion and learning "about" religion. For example, Key Stage 1 pupils learn about the stories of Jesus and relate these to their own experiences. In one lesson observed during the inspection, pupils were studying Jesus' command to "love your enemy"

and relating this to bullying in the playground. Both Key Stage 2 classes use drama to help pupils understand the concepts they are studying. Younger pupils were studying Jesus' entry into Jerusalem and using drama to understand how all the participants would have felt. They then went on to write the story from the point of view of the donkey.

140. Older pupils have been studying Judaism and, during the inspection, were observed discussing how the Jewish people must feel as a result of the Holocaust as well as relating this through drama to how Arab people feel over the loss of their homeland. The depth of understanding given to the pupils through these activities results in pupils making good progress and achieving higher standards than those set out in the Locally Agreed Syllabus. Pupils with special educational needs make very good progress, because they are involved well in all activities including discussions.
141. Pupils are able to identify similarities and differences between the main world religions. Key Stage 1 pupils study Christianity and visit the local Church. In Key Stage 2, the study of Christianity is continued by all pupils, with younger pupils visiting a Hindu Temple and learning about Hinduism whilst older pupils visit a Synagogue and learn about Judaism. The very good work carried out in religious education is not reflected however in the presentation of pupils' work, which needs to be improved.
142. In lessons observed during the inspection, the quality of teaching ranged from satisfactory to very good. Teachers use pupils' own knowledge to help them learn and to draw out the main points from the lesson. Teachers use good questioning techniques in order to support the concepts they wished the pupils to learn.
143. The subject is satisfactorily resourced with a variety of relevant artefacts, which are used to good effect. The subject is well managed and the co-ordinator knows the strengths and areas for development in the subject. Overall, good progress has been made in this subject since the last inspection.