

INSPECTION REPORT

KELVEDON HATCH PRIMARY SCHOOL

Brentwood

LEA area: Essex

Unique reference number: 114945

Headteacher: Miss S. Dawson

Reporting inspector: Mr. C. Deane-Hall
23757

Dates of inspection: 27 – 30 May 2002

Inspection number: 195281

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	School Road Kelvedon Hatch Brentwood Essex
Postcode:	CM15 0DH
Telephone number:	01277 372341
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. G. Jobson
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23757	Mr. C. Deane-Hall	Registered inspector	Mathematics Geography History Physical education English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9519	Mrs. S. Pritchard	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
15138	Ms T. Mullane	Team inspector	English Art and design Design and technology Special educational needs Information and communication technology Equal opportunities	
12764	Ms W. Thomas	Team inspector	Foundation Stage Science Music Religious education	How good are the curricular and other learning opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kelvedon Hatch Community Primary School serves the village of Kelvedon Hatch, near Brentwood. The school provides education for boys and girls between the ages of four and 11. There is a total of 205 pupils and of these 97 are boys and 108 are girls. The majority of pupils live in the village in owner occupied housing. A total of 22 pupils live in other nearby villages and one lives in Brentwood. There are 32 pupils who are on the register for special educational needs, which is slightly below average. Four pupils have a statement of special educational need. Seven pupils are at stages 3 to 5 of the special educational needs register; their needs include moderate learning difficulties, speech and communication difficulties, physical difficulties, autism and other (dyspraxia). Only four pupils have English as an additional language and none is at the early stages of English acquisition. Only a small number of pupils (18), leave or join the school at times other than at the start of the school year. A small number of pupils (15) is known to be eligible for free school meals, which is below average. The children's attainment on entry to the school is generally above the level expected for children of their age.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education within a caring and secure environment. Standards in Year 6 are above national averages in English, mathematics and science. However, although the rate of pupils' achievement is satisfactory overall, pupils in Key Stage 1 do not achieve as well as they should. Teaching is satisfactory overall, but ranges from excellent to unsatisfactory. It is good in Key Stage 2 and the Foundation Stage. Pupils' learning closely matches the quality of the teaching and could be better in Year 1. Pupils have positive attitudes to learning, are interested and involved in their work and have very good relationships with others. The leadership and management are sound and the school uses the financial resources available to it carefully and sensibly. Taking all these into account, the school provides satisfactory value for money.

What the school does well

- Teaching and learning in the Foundation Stage and Key Stage 2 are good.
- The quality of provision in the Foundation Stage is good.
- Pupils' attitudes and their behaviour are good. They are enthusiastic, interested in their work and develop very good relationships with staff and other pupils.
- Provision for pupils' moral and social development is very good and pupils' personal development is well supported.
- Procedures for monitoring and improving attendance are excellent.
- The school has good links with parents, whose impact on and involvement in the work of the school are very positive.
- The strategic role of the governing body, the school's financial planning and procedures are good.

What could be improved

- Standards in reading and writing at the end of Year 2 and in religious education in both key stages need to improve.
- The quality of teaching and learning in Year 1 needs to improve.
- Assessment procedures for the foundation subjects need to be improved. In addition, information gained from assessment is not used to support pupils' learning as well as it could be.
- Opportunities for pupils to develop their awareness of multi-cultural issue are limited.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since that time improvement has been satisfactory. The school has established systematic procedures for planning the curriculum and assessment procedures in English, mathematics and science are well established. The school is beginning to use information gained from tests to set targets to help improve standards in English and mathematics. The role of subject co-ordinators has been developed and standards in geography and design and technology have

improved. However, there are still issues in religious education which have not been addressed. The school has successfully introduced the National Literacy and Numeracy Strategies. Since the last inspection, provision for information and communication technology (ICT) has been significantly improved and is having a beneficial impact on standards. In addition, the school has opened a new library and improved the resources for design and technology and geography. Improved provision for children in the Foundation Stage has had a very positive effect on children's learning. By way of supporting pupils' personal and social development, the school has recently started a school council and a grounds committee. Provision for special educational needs is now good. The school has set appropriate targets and is generally on track to meet them.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	B	A	B	D
Mathematics	A	B	B	C
Science	B	A	B	C

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Over the last five years the trend in the school's average National Curriculum points for all core subjects has broadly mirrored the national trend. Standards for pupils currently in Year 6 in English, mathematics and science are above the national average. Pupils' rate of achievement is satisfactory overall. However, it is not as good as it should be in Years 1 and 2. By Year 6, standards in ICT are above expectations and pupils achieve well. In all but one of the remaining subjects standards are average and pupils' achievement is satisfactory overall. In religious education, standards do not meet what is expected in the agreed syllabus and pupils' achievement is unsatisfactory.

In the Foundation Stage, children achieve well and by the time they enter Year 1, most reach, and a significant number exceed, the expected level in each of the six areas of learning. Standards in reading, writing and mathematics at the end of Year 2 show a decline over previous years. However, there has been some improvement during the current year. In reading and writing pupils' attainment is below but in mathematics and science it is in line with the level expected. In religious education standards are below the level expected and pupils' progress is unsatisfactory. In all other subjects pupils' achievement is satisfactory and their attainment is at the level expected by the end of Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes towards their work. Most pupils try hard and want to succeed.
Behaviour, in and out of classrooms	Good; pupils behave well in nearly all lessons, especially where teaching is good. Behaviour around the school is good.
Personal development and relationships	Very good; pupils work and play very well together. They make the most of the opportunities offered by the school and several pupils undertake duties in their classrooms and around the school.

Attendance	Satisfactory; rates of attendance have improved well over the last year.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Unsatisfactory	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.

Overall, the quality of teaching is satisfactory. Teaching in the Foundation Stage and in Years 3 to 6 is good. The specialist teaching of music is consistently good. However, in Key Stage 1, where there are two classes, the teaching in Year 2 is satisfactory while in Year 1 it is unsatisfactory. In the Foundation Stage teaching lessons are well planned for all six areas of learning and provide a good range of learning experiences. Teachers generally teach literacy and numeracy competently and there were examples of very good teaching of numeracy and an excellent lesson in literacy. However, in literacy in Years 1 and 2, teachers' knowledge and confidence of what to teach and how to teach it are insecure. This limits pupils' learning and accounts for pupils' unsatisfactory achievement in the key stage.

In Years 3 to 6, teaching shows imagination and sparkle particularly in Years 5 and 6. Teachers make natural links with literacy and numeracy in lessons, they are very clear about what pupils need to learn and how best to support the learning of different groups. Lessons are conducted in a business-like manner but with warmth, built on good relationships. ICT also plays an important part in pupils' learning. Most teachers have high expectations of what the pupils can do. They plan their lessons effectively so that different groups of pupils, including those with special educational needs and the few with English as an additional language, are appropriately supported and can build on their level of attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the requirements of the National Curriculum are met. The Foundation Stage curriculum is good, as are extra-curricular opportunities. However, religious education is not taught in sufficient depth for pupils to develop the expected skills and understanding.
Provision for pupils with special educational needs	Good; pupils are supported well by teachers and learning support staff which enhances pupils' learning.
Provision for pupils with English as an additional language	Satisfactory; pupils are effectively supported and make steady progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good and for spiritual and cultural development it is satisfactory. However, there are limited opportunities for pupils to improve their awareness of multi-cultural issues.
How well the school cares for its pupils	Good, pupils are well cared for. Procedures for child protection and monitoring and supporting pupils' personal development are good. Procedures for monitoring and improving attendance are excellent. Assessment procedures are well established in the core subjects but not in other subjects. Assessment information is not used as well as it could be to plan appropriate future work for pupils.

Parents have positive views of the school. The school has good links with parents and their contribution to the work of the school has a very positive impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall; the new headteacher and senior management provide a clear educational direction for the school.
How well the governors fulfil their responsibilities	The governing body carries out its responsibilities well. Governors are aware of the strengths and areas for development and work closely with the headteacher and senior staff to improve the school.
The school's evaluation of its performance	Satisfactory; the school carries out regular reviews of its performance and sets suitable targets for improvement. However, there is a weakness in the monitoring, evaluation and subsequent development of teaching.
The strategic use of resources	Good; financial planning is good and the school makes good use of its resources, including specific funds. The principles of best value are satisfactorily applied.

The school has sufficient, suitably qualified and experienced staff. The resources and accommodation are satisfactory and the recently developed computer suite provides pupils with an excellent facility.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like the school • The school expects children to do their best • They can approach the school with concerns • Behaviour in the school is good • The teaching is good 	<ul style="list-style-type: none"> • The amount of homework provided • The range of activities the school offers outside lessons • Information on how their child is getting on in school

Inspectors generally agree with parents' positive comments. However, there are weaknesses in the teaching in Key Stage 1. Homework is regularly used to support and enrich pupils' learning, but increased clarity by the school as to what is expected would help parents to support their children at home. Inspectors do not agree with parents' views about information and the range of activities provided. The school provides a good range of activities outside lessons. Information provided for parents about their child's progress is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English for pupils at the end of Year 2 are below the national average. In mathematics they are in line with the national average and in science they are broadly in line with expectations. By the time pupils leave the school at the end of Year 6, standards are above the national average in all three subjects. Pupils' achievement is satisfactory overall. The achievement of pupils with special educational needs is often good. This is because they are well supported by teachers and support assistants who work together to ensure that learning experiences are carefully tailored towards meeting the well focused, attainable targets noted in their individual education plans. However, the achievement of pupils in Year 1 is unsatisfactory. This makes difficult the task of ensuring that pupils reach the standards of which they are capable by the end of Year 2. Even though the rate of achievement increases in Year 2, it is not enough to raise standards to the level expected of these pupils. The few pupils with English as an additional language generally achieve at a similar rate to others. One contributory factor to the unsatisfactory rate of achievement in Year 1 is that teaching does not use information gained from assessment of what pupils know, understand and can do to ensure that learning builds on pupils' prior level of attainment. Pupils' rate of achievement is often good in the upper part of the school, so that by Year 6, attainment in the core subjects of English, mathematics and science is above average. There is a direct link between the quality of teaching and the rate of pupils' achievement. Much of the best teaching takes place in this part of the school.
2. Across the school there is no significant variation in attainment by race or ethnicity. However, by the end of Year 2, girls perform better than boys in English. This is because the teachers of younger pupils are not sufficiently secure in their knowledge of how to teach the basic skills of literacy. This limits the progress pupils make in reading and writing. For example, in literacy lessons, younger pupils are often given too many different things to focus on so that they become confused. Planning for lessons is not sufficiently focused with clear attainable learning objectives. As a result, pupils are not always clear about what is expected of them with the result that their concentration wavers and learning suffers. In addition, insufficient attention is given to providing opportunities, particularly for boys, to deepen their knowledge of literacy so that they improve their fluency when reading, and develop their understanding of sentence construction to support their writing.
3. The majority of children enter the school with overall levels of attainment which are above the level expected for children of their age. They make good progress in each of the six areas of learning for children in the Foundation Stage; that is personal, social and emotional development, communications, language and literacy, mathematical development, knowledge and understanding of the world and physical and creative development. Most children will attain, and a significant number will exceed, the Early Learning Goals in all six areas of learning by the time they start Year 1.
4. The results of the national tests for pupils in Year 2 in 2001, show standards were well below the national average and those of similar schools in reading, writing and mathematics. In science, teachers' assessments showed pupils' attainment to be below the level expected. The assessments also showed that although the proportion of pupils attaining the higher level 3 was above average, too few pupils reached the higher level in the experimental and investigative aspect of the subject. This is a result of limited opportunities for pupils to carry out investigative activities. The school is acutely aware that standards, by the end of Year 2, have declined since the last inspection and that the school's trends over this time have not kept pace with the national trend. Several positive initiatives have recently been put in place to support pupils' learning. These include a programme to support pupils' reading development, additional support from learning support assistants, the positive intervention by the mathematics co-ordinator to mentor colleagues and the increased use of targets for pupils to work towards. These are beginning to have a positive impact on learning, such that standards are rising in mathematics and science.

- However, insufficient attention has been given to finding ways of improving the quality of teaching and learning, particularly in literacy, once pupils leave the reception class.
5. The school has successfully introduced the National Literacy and Numeracy Strategies. In lessons seen in Key Stage 2, teachers used both strategies to good effect. They provided interesting and thought provoking lessons which used the strategies to support their teaching and which, through skilful teaching, ensured that pupils made good progress.
 6. Results of the national tests for pupils at the end of Year 6 in 2001 show that overall, standards in English, mathematics and science were above the national average. In comparison with similar schools pupils' attainment was below average in English, but average in mathematics and science. Since the last inspection the school has broadly maintained the standards attained and closely follows the national trend.
 7. Pupils make good progress in Years 3 to 6 in all aspects of English. In reading, pupils enjoy what they read and read with good levels of understanding. Many have a secure knowledge of different authors and a few are beginning to recognise the way in which authors use different techniques to make their stories appealing to the reader. Most pupils successfully use ICT to good effect when researching in other subjects such as history. Pupils develop their understanding of grammatical terms and are beginning to apply them correctly in their writing. They are developing good strategies for remembering spellings. Most pupils use a well formed joined script, which they use in their work across the curriculum. Pupils take care over the presentation of their own work.
 8. In mathematics, pupils have a secure understanding of number and shape and space. The introduction of the National Numeracy Strategy is having a positive impact on their level of mental agility. In science, most pupils have good levels of understanding across all aspects of the subject. The links with a nearby secondary school are having a positive impact on learning because a specialist teacher provides good opportunities for pupils to extend their knowledge and understanding. By the end of Year 6 most pupils demonstrate sufficient understanding of the process of investigation and make sensible predictions based upon accurate testing and recording.
 9. By the time they leave, pupils' attainment in all but two of the other subjects of the curriculum is broadly in line with the expectation for their age. This was generally the case at the time of the previous inspection. However, in design and technology and geography this shows an improvement on the findings of the last inspection for pupils in Year 6. In ICT attainment is above the level expected and pupils' achievement is good. In religious education levels of attainment are below the level expected locally. Insufficient progress has been made since the last inspection in improving the provision. Although the school has a useful scheme of work based on the locally agreed syllabus, it is not followed consistently between Years 1 and 6. As a result, pupils' learning is unsatisfactory and standards are not as high as they should be.
 10. Throughout the school, pupils with special educational needs make good progress towards the targets in their individual education plans. The achievement of the few pupils with English as an additional language is similar to other pupils. The rate of achievement for both groups of pupils is well supported by learning support assistants. These staff are well aware of the pupils' needs and work closely with teachers to ensure that activities are carefully tailored to ensure that pupils build on their prior level of attainment.
 11. The school effectively analyses the results of national and local tests in English, mathematics and science. It is successful in ensuring that any pupils or groups of pupils who may be at risk in terms of their progress are identified and action taken to support them. However, they do not yet set targets consistently, across all year groups, for individuals or groups of pupils. Targets are set for the standards pupils are expected to attain in the end of key stage tests in 2002. These appear to be realistic and attainable for the pupils who have been in school since the time when the targets were agreed.

Pupils' attitudes, values and personal development

12. Pupils have good attitudes to their learning and good standards of behaviour and enjoy very good relationships in school. The school places a lot of trust and responsibility in the pupils and they revel in it. They are very interested in their work, tackling it with enthusiasm. This contributes significantly to the good ethos in school. Pupils' attendance had declined since the last inspection but is now satisfactory. This owes much to the excellent procedures now in place to promote it.
13. Pupils respond very well to the variety of approaches used by the teachers to engage their interest and foster an enthusiastic approach to their learning. The climate in school is one where pupils, regardless of their age, gender or special educational need, respond promptly to their teachers and positively to one another. They enjoy taking part in well-planned and interesting lessons that challenge their capabilities. They are inspired and motivated by the good teaching and model themselves effectively on staff, who consistently encourage politeness, respect and consideration for others.
14. There are frequent instances in lessons where caring and supportive relationships allow pupils to work at their own level without fear of failure. For example, in a well planned and taught swimming lesson, children in the reception class all improved their style of stroke because they had listened attentively to their teacher's instructions and carried them out with confidence. Pupils with special educational needs receive good support from the learning support assistants. This helps their confidence and self-esteem to grow, thus improving their willingness to tackle their work.
15. Pupils feel secure in school and know that they and their opinions are valued. They enter into friendly conversation spontaneously and are very keen to talk about themselves and their learning. Parents are pleased with the way the school operates and promotes the academic and personal development of their children. These very good relationships do much to enhance the learning opportunities of all pupils.
16. Pupils make very good progress in their personal and their moral development. They show initiative and a real affection for the school in the way they carry out their responsibilities in the playground and around the school. Floral displays and artwork produced by the gardening and art club members brighten the visitor's way into school. The older pupils happily promote healthy eating in school by cutting and selling apple portions at break times. By following the democratic process of school council, pupils realise a sense of pride and achievement in seeing their own suggestions taken up by teachers and then developed into actual school practice. Their capacity for independence and initiative is further encouraged through educational visits and charitable work. These experiences result in pupils knowing the right thing to do, learning how to resolve difficulties and developing confidence and self-esteem.
17. Pupils show a very good level of independence and initiative. They concentrate on their work and stick at it until a task is completed. They take hold of an initial idea, develop it, and check that it meets requirements. By reviewing and improving their work in this way, they can cover topics in greater depth. In a well-taught Year 6 art lesson, for example, pupils found a number of ways to simplify features in the portraits they had sketched, having compared their first attempts to the screen prints of Andy Warhol. This they enjoyed greatly. Pupils make good use of their rapidly developing skills in using the school's computers and Internet facilities. They appreciate the benefit and ease with which they can locate information for themselves or share news with a pen friend.
18. Pupils behave well and have developed a clear understanding of what constitutes acceptable and unacceptable conduct within their school community. Parents know and are pleased their children have learned the difference between right and wrong and how to behave well. Nevertheless, pupils have picked up that in the same situation, different adults accept slightly different standards of behaviour. This gives them the chance to get away with minor misdemeanours, although few take advantage of this. Most arguments in school are short-lived, soon forgotten and sorted out between the pupils themselves. This is borne out by the sociable atmosphere in the dining hall and the friendly way boys and girls run, skip and play together in the playground. There was no evidence of bullying in school during the week of the inspection and

the school has not had to resort to the ultimate sanction of fixed period or permanent exclusion in recent years.

19. The attendance of pupils is satisfactory, having improved significantly in recent months from a level below that achieved in most primary schools. The reduction in authorised absence reflects the high enthusiasm pupils have for school. Pupils arrive promptly each morning even when they are not feeling in the best of spirits. Those who do not turn up within the first hour know that the school will be telephoning their parents to find out why. The school has had some success in persuading parents not to take family holidays during term time and is working hard to keep these to an absolute minimum.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching and learning is satisfactory overall but there are weaknesses. During the inspection teaching was satisfactory or better in just over nine out of ten lessons. It was good in just under four out of ten lessons, and very good in just over two out of ten lessons. During the inspection one lesson was judged excellent. Teaching was unsatisfactory in under one lesson in ten. There was a higher proportion of good or better teaching in Years 3 to 6 than in other parts of the school.
21. The quality of teaching in English and mathematics is satisfactory overall. A particular strength in the teaching of these two subjects is the way that most teachers in Years 3 to 6 pay attention to the needs of pupils with different prior attainment. They are good at directing their questions to different pupils. They know the pupils well and feel able to challenge them. This helps to ensure that gifted and talented pupils of whatever gender are suitably challenged in their work. There are however, weaknesses, notably in Key Stage 1, where there is a particular weakness in the teaching of literacy. Here the knowledge and understanding of the skills necessary for pupils to improve their reading and writing, is not sufficiently secure. Teaching in Year 1 does not break down what needs to be learnt or structure learning effectively. Planning is too sketchy and lacks clear focused learning intentions. This means that often too many isolated objectives are planned for a lesson. As a result, pupils become confused as to what is expected of them and learning suffers. In addition, lesson plans in the same year in literacy and numeracy do not always meet the needs of different groups of pupils. This is because insufficient use is made of information gained from assessing what pupils know, understand and can do, in order to plan for pupils' next steps in learning. Teaching in all other subjects is satisfactory overall and consistently good in music where a subject specialist provides good teaching and pupils learn well. Apart from the weakness noted above, teachers generally have secure subject knowledge in all subjects and use it to good effect in their teaching. In comparison with the quality of teaching noted in the last inspection, teaching is very similar.
22. The quality of teaching for children in the Foundation Stage is good. Lessons are well planned for all six areas of learning and provide a good range of learning experiences. The teacher has very good knowledge of how young children learn and promotes high quality learning through a range of teaching and learning styles. This is particularly the case in the teaching of basic skills of communication, language and literacy and mathematics. She assesses children's learning effectively and uses this knowledge to provide children of differing prior attainment with activities which build well on their level of attainment. The very good management of children's behaviour, together with good organisation of lessons, help to ensure that all children have access to all that is on offer in each of the six areas of learning. The teacher is well supported by a skilled learning support assistant who is well deployed and fully involved in all activities. Both members of staff plan well together, teach as one and complement one another well. Teaching makes good use of the newly developed outside learning environment. A rich range of learning experiences is provided which support children's physical and social development.
23. In Years 1 to 6, teachers increasingly use ICT to good effect to support pupils' learning. A common strength is the way that teachers use 'question and answer' sessions to consolidate previous learning, support new learning and check what pupils have learnt during the lesson. Several examples were seen where teachers asked questions, which required pupils to use their

understanding in a practical way and which made pupils think hard. This was particularly the case in literacy, numeracy and science lessons. In most lessons, teachers promote the development of pupils' subject specific vocabulary. They insisted on pupils using their new vocabulary in their written and spoken work. In this way, pupils rapidly increase their knowledge and use of specific vocabulary.

24. Teachers' planning is often good in Years 3 to 6 and in Year 2, but has weaknesses in Year 1. Here, insufficient use is made of the information gained from day-to-day assessment of what pupils know, understand and can do. This means that activities are not always suitably graded to support the pupils' next steps in learning. For example, in a literacy lesson, pupils in Year 1 were expected to work on a range of activities which were too varied and took limited notice of pupils' previous learning. This resulted in several pupils becoming restless and because the task was too hard for many, limited learning took place. Some of the activities were undoubtedly appropriate for a few pupils but lower and average attaining pupils learnt little from the exercise. Teachers' expectations of what pupils can do are generally good. In Years 5 and 6 they are particularly good which helps to ensure that pupils with differing prior attainment achieve as much as they should.
25. Teachers use a satisfactory range of methods and styles to help pupils to learn. Many successfully divide their lessons into three parts. They begin with an introduction, have a main activity and a time towards the end of the lesson when pupils gather together to review learning. There are a few occasions in numeracy lessons, however, when teaching does not intervene enough to support pupils and help to move them onwards. This means that without this direct teaching, pupils' learning is allowed to slow down. The time towards the end of the lesson is often effective in helping pupils to consolidate their learning. For example, in science lessons, teachers often gather pupils together to review learning and deal with any misunderstandings. The most effective learning takes place when teachers maintain a good pace throughout the lesson and provide plenty of variety in the teaching and learning styles. For example, in a geography lesson in Year 5, pupils developed well their understanding of the impact of climate and physical features on local inhabitants. The teacher increased pupils' learning by providing well timed opportunities for pupils to use oral, visual and written methods of learning and reporting. ICT also played a valuable part in securing pupils' interest and concentration. The lesson was conducted at a brisk pace; thought provoking issues were raised by the teacher which made the pupils think deeply. The pupils responded very well to the challenge and different ideas were tossed back and forth from teacher to pupils. Pupils had a thirst to find out as much as they could, their attitude to their work was admirable, they behaved very well and learning was tangible.
26. Teachers generally manage pupils' behaviour well, and particularly well in Key Stage 2. This helps to ensure that most lessons are conducted in a positive and effective learning environment. As a result, most pupils are able to settle to their work and concentrate on their activities. Teachers mark pupils' work regularly and there is beginning to be effective use of a target setting system to help pupils know what it is they need to do next to improve their work. This has not yet become a whole school process. Where this is done well, for example in Years 5 and 6, it has a positive effect on pupils' learning. Teachers use homework satisfactorily to improve pupils' learning. This is particularly the case where the pupils' homework books are shared with their parents or carers. However, they do not always make it sufficiently clear to parents what is expected and when work is to be returned. This causes uncertainty among a small number of parents as to what is expected and limits their ability to support their children's learning.
27. The teaching of pupils with special educational needs is often good. Pupils are generally provided in lessons with activities which are matched effectively to their needs. Learning support assistants have a positive impact on the pupils' learning when they work alongside pupils in lessons. Pupils are supported in groups or individually, and sometimes out of the classroom. Teachers generally make satisfactory provision for their pupils, implement their individual education plans and are aware of learning and behavioural difficulties. The targets noted in the individual education plans are sufficiently focused and provide staff with a helpful framework to improve pupils' learning.

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

28. The school provides a broad and balanced curriculum for pupils, offering a satisfactory range of learning opportunities and which meets statutory requirements. The national strategies for literacy and numeracy are well established for Years 3 to 6 and this enables pupils to make good progress. The strategy for literacy is less well implemented in Years 1 and 2 and pupils progress at a slower rate than they should. Schemes of work are in place for all curriculum subjects, including personal, social and health education (PSHE). Religious education is taught according to the locally agreed syllabus. This is supported by a comprehensive scheme of work. However, as at the time of the last inspection, this is not being taught systematically and the programme for religious education lacks coherence. As a result, pupils' attainment is not as good as it could be. The school is effective in ensuring that all pupils have equal access to the curriculum. Staff are mindful of individual and groups of pupils who may be at risk of not having appropriate learning opportunities, such as those with English as an additional language, and work hard to ensure that learning experiences are inclusive.
29. Parents are made aware of the materials being used for sex education and are invited to view the materials before lessons take place. The sex education programme is supported by the school nurse. Drugs awareness is taught in the context of a healthy lifestyle and through the science curriculum. The school is developing work on the healthy schools initiative and this is having a positive impact on the school's work in PSHE. A member of the Basildon Youth Theatre supports the school in developing the new PSHE curriculum. Her visit during the inspection was greatly enjoyed by pupils and made a significant contribution to pupils' moral and social development.
30. The curriculum is enriched by a good range of after-school activities, including sport, musical activities, drama, art and gardening. These activities are well attended and greatly enjoyed by pupils. The drama club recently received a Mayor's award for their play on the theme of 'Loneliness' and work from the art club has been displayed in the window of a local firm of funeral directors. The pupils' grounds committee also won an award recently in a school grounds competition. At present, these opportunities are offered to pupils in Years 3 to 6 only. The school has recently made a bid for funding to provide extra-curricular activities for the younger pupils.
31. The curriculum is enriched by regular educational visits. Pupils are regularly taken to theatres, to the ballet and local museums. Pupils in Years 5 and 6 attend an outdoor pursuits centre for a day each year. The programme is arranged so that pupils do not repeat the same experiences. In Year 6 pupils enjoy a residential visit to the Isle of Wight. The school has also had visits from a drumming workshop, a science theatre group, a circus skills group and a children's author, among others. These visits greatly enhance children's learning opportunities.
32. The provision for pupils with special educational needs is good. Individual educational plans meet the requirements of the Code of Practice. Support in class is carefully planned and organised so that it is of maximum benefit to the pupils concerned. Pupils with special educational needs make good progress towards their targets. The school provides the pupils with tasks they can perform confidently. Pupils with a statement of special educational need are supported well throughout the school and their progress is good. The governing body has appointed a governor to monitor special educational needs who carries out the role effectively. Special educational needs support assistants use their skills and expertise very effectively.
33. There are very good links with the local community. The school is very active in developing these links. Local church leaders are regular visitors to the school and the school holds occasional services at the local church. There are regular visits from a range of charity workers. There are good links with the local police and road safety officers. During the inspection several pupils were taking their cycling proficiency tests.
34. Links with local playgroups are effective. In the term before children start school, they are invited to visit each Thursday afternoon and spend time in the Reception class. This enables children and their parents to meet the staff and become familiar with the school. The Reception class

teacher visits local playgroups to meet children before they transfer to school. There are good links with other local primary schools; for example, there was a recent combined concert with a local school, and the day following the inspection, the school was due to host a professional development day on literacy with a group of local schools. At the age of 11, pupils transfer to several different schools. The arrangements for transfer are particularly good with the school to which most pupils transfer. In this school year, a science teacher from the school has visited to support Year 6 science lessons. There are good links with secondary schools to support pupils with special educational needs.

35. The school makes satisfactory provision for pupils' spiritual, moral, social and cultural development. Provision in this area has declined slightly since the school's previous inspection. Previously, provision for cultural development was judged to be good whereas this inspection

found it to be satisfactory. The provision for pupils' social and moral development is still very good and a strength of the school.

36. Provision for pupils' spiritual development is satisfactory, though it is not promoted consistently across the school. Where provision is good, teachers structure tasks so that pupils are encouraged think about the feelings and needs of others. Two very good examples were seen with older pupils. In a Year 5 English lesson, pupils were acting out the meeting between Jim Hawkins and Ben Gunn. As they did this, the teacher asked the children how they felt as they acted out their parts and how this affected the way they portrayed their characters. However, opportunities in science and history lessons are not always exploited and school assemblies do not always promote a sense of reflection. The school fulfils all requirements for a daily act of collective worship.

37. The provision for moral development is very good. Pupils are fully aware of the school rules and put them into practice. They have a clear idea of right and wrong and this is reinforced by teachers' clear expectations that they will behave well, hard work and show concern for one another's well being. The school council helps foster a sense of mutual respect between pupils and it also helps to make them aware of the responsibility they have for their own actions. Adults in the school, both teaching and support staff, provide very good role models, as do voluntary parent helpers.

38. Provision for social development is very good. It begins in the Reception class where children are well guided so that they learn how to tidy away and show politeness when answering the register. Many opportunities are given in lessons for pupils to participate actively, such as working in groups and sharing resources. This was particularly apparent when pupils worked in the computer suite. During ICT lessons, pupils showed that they could share a computer, work co-operatively and provide constructive feedback to others on their work. A feature of a number of English and art lessons was the quality of constructive feedback pupils offered to one another on their work. Responsibility is developed through a limited range of jobs in the classroom and hall, such as register monitors and helpers at assemblies. Extra-curricular activities also help older pupils to develop an understanding of working together in a range of different contexts.

39. The provision for pupils' cultural development is satisfactory. Pupils have good opportunities to study the works of great painters and their learning is well promoted through visiting places of interest and visits from theatre groups. The school library also contains a good range of books that reflect cultural diversity. However, the knowledge and understanding of cultural diversity is not a fully established aspect of the school's curriculum. In subjects such as art, the curriculum develops the pupils' understanding of western artists very well, but little reference is made to the work of non-western artists and crafts people.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school cares well for its pupils. Certain aspects are better than they were at the time of the last inspection, notably the excellent procedures for monitoring and promoting attendance. These

have proved to be very effective in dealing with a recent dip in attendance. Although the assessment of pupils' progress has led to a wider understanding of what pupils can do, more still could be done with the information to help plan the curriculum and to set targets that directly involve the pupils. There has been insufficient improvement on this, a key issue from the last inspection.

41. Procedures that support pupils' personal development are good. They are effective because staff get on very well with their pupils, care for them and keep a close eye on their well-being. Good links and a continuing dialogue with parents help the school have the right strategies in place to respond to the pupils' individual needs and give them the ability and confidence to cope with their lessons. The school is particularly successful in managing the crucial period of transition from home to school. All staff make it a priority to settle children well, beginning with the established and successful pre-school meetings between teachers and parents. By the time children leave the reception class, they are secure and confident in their approach to school.
42. Parents are comfortable about discussing their children's development with teachers and this helps the school acquire an informed view of the family's personal circumstances. Teachers make good use of the information they have to enter into a supportive dialogue with the pupils themselves and with parents about their child's personal progress.
43. The procedures for monitoring and promoting attendance are impressive. The vigilant school secretary monitors all registers very efficiently, clarifying any marking errors with the class teacher. Parents soon get a telephone call should their child not turn up for school. The success of the system relies on the highly accurate attendance registers that all teachers keep. These present a clear record of all absences and lateness. The school asks that parents provide a reason for their child's absence before it becomes apparent to the class teacher, and most do. However, staff wisely seek further clarification when the explanation they receive does not make sense to them. In this respect, the educational welfare service works closely with the school and provides good support for individual families. Parents also notify the school of their intention to take their child on holiday in term time. The school's advice to parents makes it clear that these absences are not a good idea as they impede good progress and, more often than not, cause unnecessary disruption to pupils' learning.
44. Satisfactory systems are in place to promote positive behaviour and eliminate any negative, anti-social behaviour or incidents of bullying. The school follows up reported incidents by counselling the victim and working with the bully and his/her parents. Midday supervisors provide a reasoned and individual approach to discipline outside the classroom but, like the teachers, they tend to base their methods on what they believe works best from their own experiences. There are plans to review the current policy so there is no chance of even a few pupils receiving mixed messages on what is or is not acceptable conduct in school.
45. There are satisfactory procedures in place to eliminate any potential risks to the safety and well-being of all who use the premises. Staff and governors duly discuss and prioritise for action any work identified by their routine assessments of any health and safety risks evident around the premises. Teachers are careful to ensure a lesson activity does not present a risk to the pupils taking part in it. However, an assessment has not been made on the procedures and provision of first aid or the numbers of adults supervising whole school assemblies.
46. Although some staff have undergone the basic, appointed persons¹ training in what to do when someone is injured or suddenly becomes ill, this does not in itself qualify them to administer first aid or medication to adults or young children. The headteacher has plans to address this by arranging comprehensive first aid training for selected staff. In the meantime, the school continues to alert parents at the earliest opportunity should there be any concern regarding an illness or injury suffered by their child. As there is no separate welfare room in school, pupils who

¹ An 'appointed person' is someone who takes charge when someone is injured or becomes ill, who looks after/re-stocks the first aid equipment and who ensures that professional medical help is summoned when appropriate.

feel unwell sit quietly in the office from where they are closely supervised. Good links with welfare agencies and the health service help the school meet the needs of pupils with specific medical conditions.

47. The procedures for child protection are good. The teacher charged with responsibility for the issue talks to all staff about the duty they have to ensure pupils are not at risk. Additional training is given to ensure staff know what to do and who to talk to should they uncover concerns of a child protection nature. The school works closely with the health authorities in providing suitable programmes of sex education and aspects of drugs education in science and in personal, social and health education lessons across the school. Pupils are aware of how sensibly to care and look after their bodies through the good information they are given. This helps them develop the confidence to make responsible and informed choices and, as they get older, the self-assurance to resist the negative influences they are likely to come up against. Parents trust the school to provide tactful and supportive teaching of the sensitive issues involved.
48. Support for pupils with special educational needs is good. Support staff mainly work directly with the pupils with special educational needs. However, they give pupils the opportunities to work within friendship groups and carefully monitor their work from a distance. This allows the pupils they support to make particularly good progress in terms of developing their personal and social skills and in working towards achieving their targets in their individual education plans.
49. Assessment procedures in the core subjects of English, mathematics and science are well established. The school administers the optional tests from the Qualifications and Curriculum Authority in Years 3 to 5, and a standardised reading test for pupils in Year 1. The results of the optional tests are analysed and the analysis is used satisfactorily to set targets for pupils for the next half term. However, the use of information gained from assessment is not satisfactory. The school does not yet regularly track the progress of pupils from year to year, which is a contributory factor to pupils' limited achievement in Year 1. Although pupils have group and individual targets for English and mathematics, staff have yet to analyse pupils' performance in national tests in sufficient depth to identify any particular areas of difficulty. This information would enable teachers to adapt and improve their teaching strategies to meet pupils' learning needs more closely. Assessment in the foundation subjects is less well established and the school recognises this as an area for development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school's partnership with parents promotes effective links between home and school that enable parents to make a very good contribution to their children's learning. Parents have a good view of the school and have confidence in what it provides for their children. In essence, this reflects the findings of the previous inspection.
51. The vast majority of the 97 parents responding to the questionnaire and those attending the meeting before the inspection were positive about the school and its work. A number of parents praised the way the school supports and cares for their children. Parents are comfortable about approaching the school but the concern continues about whether their children receive the right amount of homework. Inspectors found much evidence to confirm their positive views but also found that the school could do more to inform parents about their children's academic progress through annual reports.
52. The overall quality of the information available to parents is good. Detailed information on the curriculum for each year group accompanies the frequent newsletters. These not only promote events and activities in school but also celebrate the learning pupils have gained from taking part in them. All teachers strive to be available for parents, to set aside time to answer their queries and to deal with their concerns. Parents have no qualms about approaching teachers and are comfortable in the school environment. They express their views on their children's progress at curriculum meetings and parent consultation sessions. Good use is made of these and other informal opportunities to discuss any factors that may be limiting the pupils' personal progress. Parents of pupils with special educational needs have additional opportunities to work in

partnership with the school and to understand the individual steps their children need to take to help them progress.

53. The end of year reports give parents a satisfactory overview of their child's academic progress. The detail on pupils' personal development is good and helps clarify any mismatch of perception between home and school. However, the information on pupils' academic progress is not so clear. The extensive use of word bank phrases has resulted in similar comments used in a number of reports. The best examples of reports are those that include individual targets written in a straightforward style together with some indication on how parents can help their child with schoolwork at home. Parents of pupils with special educational needs are appropriately involved with the annual reviews. The details in individual education plans are also shared with parents.
54. Governors are keen to promote the school and its successes. However, their annual report fails to cover all the information that is statutorily required. A more comprehensive section on the progress made since the last inspection would give parents a better idea of the improvements identified and the work still to be done to achieve them. Ten per cent of parents responding to the questionnaire had little idea about the effectiveness of the school's leadership and management. The prospectus, supplemented by the home/school agreement, is a useful introduction to the school and its policies but omits to include the right for parents to withdraw their children from religious education and collective worship.
55. Parents make a worthwhile contribution to their children's learning at home and at school. They are keen to see their children succeed and want them to do their best. The school is pleased with the support it receives from parents when there are concerns about a pupil's behaviour, attendance or attitude towards others. Parents accept and support the school's procedures and policies on attendance, discipline and inclusion.
56. The school capitalises on the parents' willingness to help with their child's education. Parents provide a level of support that would be difficult to obtain from other sources. They give very generously of their time and money organising fun events and social activities for all to enjoy. Their annual firework display is a very successful community event. Careful allocation of funds raised for projects such as the writers' workshop or playground equipment supports both the pupils' academic and social development.
57. The school is grateful for the high quality support given by parents to the swimming club and other well-attended after-school sports activities. The school relies on its parents to help on special occasions such as sports days and school journeys. The dedication they show towards the success of the school assists the provision of an enhanced curriculum. Many parents also involve themselves with their children's learning by encouraging reading, spelling and independent research at home. Despite the misgivings of a number of parents, the provision of homework across the school was seen to be satisfactory and beneficial to the pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the school are satisfactory overall. Although the headteacher has only recently taken up her role, she has a clear view of where the school needs to develop. This view is shared by the key staff who, despite the vacant deputy headteacher's post, make an effective senior management team. The headteacher is well supported by committed and well-informed governors, led by the Chairman. Those governors with particular responsibilities, such as literacy, numeracy and ICT, work increasingly closely with their subject co-ordinators. This provides the co-ordinator with valuable support and other governors with an understanding of how well the school is performing.
59. Since the last inspection, the school has improved satisfactorily. Schemes of work have been improved to help ensure that pupils are provided with learning opportunities which build on what they already know, understand and can do. The National Literacy and Numeracy Strategies have been successfully introduced and teachers are now confident to use them as a framework to support their teaching. Assessment procedures have improved in English, mathematics and science and the results are increasingly used to analyse performance and set targets to help

raise standards. However, more still needs to be done to improve assessment in the foundation subjects. The role of subject co-ordinators has improved and all are aware of their responsibilities and carry them out satisfactorily. For example, the geography co-ordinator has worked successfully to improve the curriculum and provide additional resources to support teaching and learning. The school has also made good improvements to support pupils' learning through the new ICT suite and the outside learning environment for children in the Foundation Stage.

60. The headteacher and co-ordinators for the core subjects undertake regular monitoring of teaching and learning to identify good practice and so help to raise standards. However, in the past this has not been totally successful in improving the quality of teaching across the school. Procedures are in place to help ensure that issues arising from lesson observations are discussed and professional development needs are identified. This is generally satisfactory; however, the impact is limited in terms of improving the central issue of how a small number of teachers use information gained from assessment to support their planning and provide suitably graded work to meet the needs of pupils.
61. The school analyses information gained from teachers' assessments, tests and end of key stage tests for English, mathematics and science effectively. The analysis has helped the school to highlight areas in which pupils' achievement could be improved. For example, in writing, where pupils' use of literacy skills needs to be increased to improve their independent writing. The school has recognised the need to provide increased opportunities to support the development of pupils' mental agility in numeracy. It has successfully utilised the Numeracy Strategy to help improve this aspect of the subject. Information gathered from the analysis of tests is used to set targets for the future end of Year 6 tests, but is not yet being used consistently to track pupils' achievement from one year to the next.
62. The school has generally identified appropriate targets for improvement. These are clearly set out in the school development plan. Staff and governors have the opportunity to contribute ideas. The structure of the plan includes effective systems for monitoring and evaluating the progress made towards the targets. The priorities in the plan are linked to specific targets that have deadlines for completion and criteria by which to measure success. The allocation of responsibilities for taking the necessary action is clear.
63. The school is an harmonious community. It is successful in its aim to be an inclusive school. It provides equal access to the curriculum for pupils and works hard to make sure that the educational needs of all of its pupils are met. The school is aware of its responsibility to have a racial equality policy. The headteacher and governing body have taken satisfactory action by seeking advice and agreeing a timetable for its development and implementation.
64. The governing body successfully carries out all of its statutory obligations. The work of its committees is effective in helping governors keep up to date with events. Several governors regularly visit the school and informally meet staff. Information gained from such visits is shared with other governors. This helps governors to be aware of aspects of the school's work. Governors are well aware of the standards achieved by the school. As a result, governors are aware of the strengths and areas for improvement within the school. The governing body carries out its strategic role effectively. For example, the recently completed ICT suite has been the culmination of long-term strategic planning. Governors rightly see the future developments in terms of their impact on pupils' learning.
65. The special educational needs co-ordinator provides satisfactory leadership and support. She is aware of the school's roles and responsibilities under the revised Code of Practice. There is a policy and an active named governor for special educational needs who meets at least termly with the special needs co-ordinator to discuss issues, monitor provision and provide support for the school. The co-ordinator is involved with all review meetings with staff, parents, and external agencies for those pupils with statements. She meets with staff supporting pupils on the special educational needs register to review progress and to set new targets. Individual education plans are detailed and written by the co-ordinator, who ensures that copies are given to class teachers. This helps to ensure that teachers and support staff are kept fully informed of the needs and agreed targets for these pupils. Pupils' individual education plans are updated regularly and

information is appropriately shared with parents.

66. The school makes good strategic use of its resources. The chair of the governors' finance committee works closely with the headteacher and the school's finance manager to allocate funds in line with the priorities identified in the school improvement plan. The key priorities for improvement for the current year are carefully costed. The school does not at present cost the longer-term priorities to give estimates of the resources needed to bring about further improvements. Although the school has a budget surplus above the level expected, it is allocated to the development of an ICT suite. This is entirely appropriate. The governors monitor expenditure carefully and receive monthly budget statements. They monitor the implementation of the school improvement plan effectively so that they can evaluate the effectiveness of their financial decisions. Specific grants, such as those for special educational needs are used well to improve the quality of education and to raise standards. Day-to-day financial control is very effective. The finance manager provides detailed information for governors and gives very effective support to the headteacher. The school makes good use of new technology to support its work and copes well with the bureaucratic demands placed upon it.
67. Governors are in process of establishing a rolling programme of building development and maintenance. Good use is made of best value principles for the use of the school's resources. For example, competitive tendering has been used effectively to secure good value for money in equipping the new computer suite. Although the school compares the attainment of its pupils against those in similar schools, its pattern of expenditure is not checked against external financial benchmarks. Overall, the governing body applies the principles of best value satisfactorily.
68. The school has a sufficient number of experienced teachers and support staff to meet the demands of the curriculum. Staff are deployed appropriately and most have subject expertise which is well matched to their management responsibilities. All staff have job descriptions and arrangements for performance management are well established. Professional development for teachers and support staff is securely linked to the school improvement plan but also takes account of individuals' needs.
69. The quality of educational displays is good and staff work hard to provide pupils with a welcoming and attractive learning environment. There is good support from the premises staff in providing an attractive and well maintained environment. Overall the accommodation is satisfactory. The recently developed computer suite provides pupils with an excellent facility, as does the swimming pool. The classrooms are generally of a sufficient size, though pupils in Years 5 and 6 struggle to complete their practical work in the cramped conditions of their classrooms.
70. The overall provision of learning resources is satisfactory. Resources are good for ICT, art and design, and physical education. The school makes good use of local resources through visits to museums and places of interest. Taking into account the cost per pupil, the quality of teaching and leadership and the levels of pupils' achievement, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. The governors, headteacher and staff should work together to:
 - (1) Raise standards in Key Stage 1, particularly in reading, and writing and religious education in both key stages by;
 - ensuring there are regular opportunities for pupils to read and discuss texts with their teachers;
 - establishing systems for tracking pupils' progress in reading and writing;
 - ensuring that pupils have opportunities to develop their skill in writing sentences and writing for a range of different purposes;
 - set up clear strategies for teaching handwriting;
 - providing staff with professional development opportunities to support them in

- addressing the key issue;
- ensuring that religious education is taught systematically to meet the requirements of the locally agreed syllabus.

(See paragraphs 1, 2, 4, 5, 9, 21, 28, 49, 82, 84, 86, 89, 147, 151)

- (2) Ensure that standards of teaching and learning in Key Stage 1 match those in Key Stage 2 by;
- providing professional development opportunities to increase teachers' subject knowledge in English, mathematics and science;
 - implementing a planned programme of regular monitoring, feedback and support;
 - widening the role of subject co-ordinators to include the monitoring and evaluation of teaching and learning in their subject.

(See paragraphs 1, 21, 49, 60, 88, 89, 92, 116, 129, 150)

- (3) Improve strategies for monitoring pupils' progress in the foundation subjects and increase the use of assessment information to guide curriculum planning, track pupils' progress and further develop procedures for setting appropriate learning targets.

(See paragraphs 1, 21, 24, 40, 49, 59, 60, 61, 92, 116, 123, 129, 146)

In addition, the governing body should consider the following minor weakness:

- (1) Create more opportunities for the development of pupils' multi-cultural awareness.

(See paragraphs 39 and 111)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	16	12	3	0	0
Percentage	2.3	25.6	37.2	27.9	7.0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	0	205
Number of full-time pupils known to be eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs

	Nursery	Y R – Y 6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	32

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.47

Unauthorised absence

	%
School data	0.24

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	8	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	2	6
	Girls	17	17	18
	Total	20	19	24
Percentage of pupils at NC level 2 or above	School	74 (81)	70 (89)	89 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	6	6
	Girls	18	18	17
	Total	21	24	23
Percentage of pupils at NC level 2 or above	School	78 (92)	89 (92)	85 (97)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	22	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	21
	Girls	16	13	16
	Total	34	30	37
Percentage of pupils at NC level 4 or above	School	87 (87)	77 (74)	95 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	14	15	14
	Total	28	30	30
Percentage of pupils at NC level 4 or above	School	76 (77)	79 (71)	77 (87)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	199
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	25.75
Average class size	29.42

Education support staff: Y R – 6

Total number of education support staff	11
Total aggregate hours worked per week	172

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/01
	£
Total income	500,119
Total expenditure	482,110
Expenditure per pupil	2,315
Balance brought forward from previous year	19,948
Balance carried forward to next year	37,957

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	3	1	1
My child is making good progress in school.	41	49	7	2	0
Behaviour in the school is good.	40	54	2	0	4
My child gets the right amount of work to do at home.	28	56	11	1	4
The teaching is good.	49	45	2	1	2
I am kept well informed about how my child is getting on.	36	49	9	2	3
I would feel comfortable about approaching the school with questions or a problem.	55	41	1	2	1
The school expects my child to work hard and achieve his or her best.	51	46	2	1	0
The school works closely with parents.	27	63	5	1	4
The school is well led and managed.	43	43	2	1	10
The school is helping my child become mature and responsible.	38	54	2	0	6
The school provides an interesting range of activities outside lessons.	32	54	9	3	2

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72. The Foundation Stage consists of the Reception class. Children who have their fifth birthday in the autumn term start school in September and attend full time. Children who have their fifth birthday between 1 January and 30 April start school in January. Those born between 1 May and 31 August start school on a part time basis and move to full time education at the start of the summer term. At the time of the previous inspection, the Foundation Stage of children's learning had not been introduced and as the inspection took place in the summer term, only a small number of children were under five. The curriculum for most of the Reception class was organised according to early National Curriculum levels.
73. When children start school, their skills in personal, social and emotional development are above average. Their early mathematical skills and their skills in communication, language and literacy are also above average. This is confirmed by the school's baseline assessment data. Children have well developed physical skills. Their creative skills and knowledge and understanding of the world are also good. During their time in the Reception class children make good progress. They quickly settle into class routines and become happy, confident learners. They build on their existing skills and broaden their experiences. By the time they are ready to start in Year 1, the majority of children will meet the nationally recommended early learning goals for children in the Foundation Stage and a significant number will exceed them.
74. Teaching in the Foundation Stage is consistently good. The school has been successful in introducing the Foundation Stage curriculum. The teacher plans well for all six areas of learning. The curriculum is rich and stimulating, providing children with a very good range of learning experiences. Over the week, staff ensure that all children experience activities in each area of learning. The teacher is well supported by a skilled learning support assistant who is fully involved in all activities. They plan well together and are very clear about their roles. During the inspection they were also supported by a student from a local secondary school on work experience. The teacher ensured that she was well briefed and able to take a full part in supporting children in their activities.
75. When children arrive at the start of sessions they go straight to their chosen activities. Parents and carers are welcome to settle children or to talk to the staff. Once children are settled, staff work with individuals on an early reading programme. On two mornings a week, parent volunteers are also involved in this. They have received training from staff in the programme. The teacher is an experienced teacher of pupils aged five to seven and is concerned to develop further her expertise in the Foundation Stage. She has very good knowledge of how young children learn and promotes high quality learning through play. She assesses children's learning effectively and is keen to develop her expertise in observing and assessing children's progress. The school has recently developed a secure outdoor play area for the Reception class. Staff are concerned to develop it further to provide a rich range of learning opportunities, though they already make good use of it.

Personal, social and emotional development

76. When children start school the majority have well developed skills in this area of learning. They are settled, happy and clearly used to school routines. They choose their activities and show good levels of concentration. They quickly become content and confident learners. They show curiosity and are keen to explore the good range of opportunities on offer. Children get on well together and play happily. They have very good relationships with adults and with each other. They particularly enjoyed their swimming lesson in the school pool, listening carefully to the instructor and carrying out her instructions eagerly. In preparing for their physical education lessons, children manage their clothes independently. Children happily share toys and learning resources. In all the lessons observed they behaved very well and got on well together. They are keen and well motivated to learn, showing very positive attitudes. Adults encourage children to work independently and this enables them to make good progress. In a mathematics session

children worked hard and showed delight in their achievements. They talk happily to visitors about their activities and clearly enjoy school. By the time they start in Year 1, most children will meet or exceed the early learning goals for personal, social and emotional development.

Communication, language and literacy

77. Children start school with speaking skills that are above average. They enjoy listening to stories and sharing books. The teacher provides good opportunities for them to practise their writing skills; for example, when they arrive in the morning, children write their names on the snack list, deciding which fruit they would like. In the imaginative play area they write appointments for the optician and record pretend telephone messages. In their walk around the school, children recorded what they saw. They had a choice of drawing what they saw, but many of them chose to write a list instead. They are developing a good knowledge of sounds and used this to write simple words independently. They are developing their keyboard skills in the new computer suite and most could use these to write a sentence about the picture they had drawn using the 'Colour Magic' program. After reading the story 'Rosie's Walk', children could sequence the events correctly. They greatly enjoyed the fact that much of the story is told through pictures, not the text and gleefully supplied the missing actions, enjoying the fox's mishaps. Children can write their names independently as well as many simple words. They are developing a good knowledge of letter sounds and use these in their reading and writing. Many children already recognise several of the high frequency words for Year 1. Children have made a good start with reading and some are already reading simple texts independently. They enjoy songs and rhymes. The staff guide children well in talking about their activities. They provide plenty of opportunities for children to read and write. Pencils, crayons and different kinds of paper are readily available and children enjoy using them. Children talk readily about their favourite books and the stories they have heard. By the time they start in Year 1 most children will meet the early learning goals for this aspect of learning and a significant number will exceed them.

Mathematical development

78. Children make good progress in this area of learning because the teaching is good. When they start school children show an interest in numbers and counting. They quickly learn a range of counting songs and rhymes and recognise numbers. During the inspection, children were able to count reliably well beyond ten. They can count back from 25 and confidently identify 19 as one less than 20. This is well beyond the expectations of the early learning goal for mathematical development. They can use the number line to count on or back from a given number. Two higher attaining children can record simple subtraction sums correctly, using symbols " - " and " = ". Children enjoy counting games and rhymes. They enjoy physical counting activities such as clapping ten times, jumping eight times or clicking their fingers five times. They use mathematical language well, describing which containers can hold more or less water and whether the containers are full or empty. After their walk around the school, children could describe the order of events saying what they had seen first and what came next. Children can write numbers to nine correctly in sequence and match the appropriate number of objects to the numeral. Most children are already meeting the early learning goals for mathematics by the end of the Reception year.

Knowledge and understanding of the world

79. When they start school, most children have good general knowledge for their age. They make good progress in the Reception class because of the rich range of learning opportunities provided. In a walk round the school children learned about maps. They know that it is not sensible to draw people on maps because they move about and are not always there. They understand that it is important to know where things are so that you can find your way around. As they walked round, children recorded what they saw, either by drawing or writing lists of physical features. They could say that these needed to be drawn or written in the right order so that someone else could follow their route. Children greatly enjoyed using computers in the new suite. They could identify the different tools in the paint program, which they enjoyed using. They have good control of the mouse and use the program competently. In another lesson, the teacher made good use of the story 'Rosie's Walk' to teach children about the concepts *pushing* and *pulling*. Children enjoyed the practical task of filling a bucket with sand and lifting it using a pulley. Children described the

feeling of pressure when they lifted the full bucket. In another activity they learned how they could make toy cars run faster down a slope by changing the gradient. Another group investigated how rows of dominoes can be knocked down if they are placed at the right interval. They were surprised to learn that a row of dominoes placed in a block does not fall down in the same way. In this lesson the teacher ensured that all children experienced each activity. Children's understanding of the concept of forces was well reinforced and they could explain their work well. Children are curious and enjoy investigating how things work and why. They are able to select the right tools they need for different tasks and are becoming skilled at assembling and joining different materials. By the end of the Reception year, most pupils will meet or exceed the early learning goals for knowledge and understanding of the world.

Physical development

80. Good attention is given to children's physical development. Children in the Reception class have their own secure play area, which is currently being developed. They have swimming lessons in the school pool and also use the hall for dance and gymnastics. Children greatly enjoy their swimming lessons. They are confident in the water, blowing bubbles and putting their faces in the water. They can use floats to get across the pool using a kicking action. Children are making good progress in their swimming skills. In a playground lesson the teacher's very good management skills and clear instructions ensured that children knew what was expected of them. The skilled learning support assistant was well involved in the lesson and made a good contribution to children's learning. Children develop their skills in throwing and catching quoits. Their hand and eye co-ordination is better than could be expected for children of their age. Children are increasingly aware of their use of space and of other children around them. They are developing a good sense of balance and co-ordination. In the classroom children have good control of pencils, crayons and paint-brushes. They use construction toys such as Lego to build models. They are developing their physical skills well and are likely to meet or exceed the early learning goals for physical development by the time they start Year 1.

Creative development

81. The good teaching enables children to make good progress in this area of learning. Children enjoy making pictures in paint and collage and also using a paint programme on the computer. They have opportunities to draw and explore a range of materials. Children enjoy singing songs and rhymes. They use their imagination in play situations; for example they talked about their experiences in being "opticians" and testing their classmates' eyes. Children recognise colours and enjoy mixing them to provide a wider range for their paintings. They can talk about the colours of different plants and how they change with the seasons. In their play they are able to use a wide range of materials. They enjoy jigsaws and inset puzzles. The majority of children are likely to attain or exceed the early learning goals for this aspect of learning by the time they start in Year 1.

ENGLISH

82. Standards in English are below average for pupils at the end of Year 2. As a high proportion of pupils achieve below average standards, the school's results are well below the national average. They are also well below average when compared with the results achieved by schools with a similar intake of pupils. Results in the 2002 reading tests are similar to those achieved in 2001 but the results for writing are lower overall. Results in the 2001 national tests for pupils in Year 6 were above the national average but below the standards attained by schools with similar intakes. The school's results in English over the past four years are not consistent. Results in the reading and writing tests for pupils in Year 2 have declined, whereas the results in English for pupils in Year 6 improved significantly for three years but dropped slightly in 2001 when there was a slightly higher proportion of pupils with special educational needs. There is a marked difference between girls' and boys' attainment at age seven in both reading and writing. Girls' attainment is average whereas boys' attainment is significantly below standards achieved nationally. By the time pupils are in Year 6, whilst boys attain similar standards to those achieved by boys nationally in the English tests, their attainment is still lower than that of girls but the difference is

less marked. The school has identified that there is a need to improve the standards boys achieve in English as a priority. Overall standards achieved by pupils in Year 2 are lower than they were at the time of the last inspection. Then they were average whereas now they are below average. The standards achieved by pupils in Year 6 have been maintained since the last inspection. Then, as now, pupils achieve standards that are above average.

83. When pupils start in Year 1, their attainment in speaking and listening is above average. In lessons and in assemblies, pupils listen well to their teachers and to each other. Whilst pupils are confident in speaking to the class and they are beginning to use a good range of vocabulary, their responses tend to be short. They use one word or short phrases rather than full sentences when they answer questions. This reflects the standards seen during the school's previous inspection. Then, as now, pupils displayed good listening skills but their spoken responses were short or monosyllabic. Pupils in Year 3 demonstrate an awareness of formal and informal language as they prepare their news broadcast. Year 5 pupils engaged in lively role-play as they acted out the meeting between Jim and Ben Gunn as part of their study of *Treasure Island*. Overall, by the age of eleven pupils achieve above average standards. They respond well to discussions in class and ask questions of one another. Their contributions to discussions also show that they take account of others' views. Pupils use formal language when it is appropriate and discuss whether or not informal language should be used. In some contexts, however, such as class assemblies, they speak indistinctly and do not succeed in presenting their ideas so that the listener's interest is maintained, which they would need to do in order to achieve high standards in this aspect of English.
84. The results of the 2001 tests for pupils in Year 2 showed that pupils' attainment in reading is well below average. Whilst pupils are developing a secure knowledge of letter sounds and use this to build up words when reading aloud, the majority of seven-year-olds do not read accurately. Some of the pupils heard reading were able to read the text but when asked about the story, showed limited understanding of what they had read. Very few higher attaining pupils read fluently and only these pupils show enthusiasm for reading. During the school day, there are few opportunities for pupils to read and discuss their books with their teacher or to develop a range of strategies for decoding words. However, pupils regularly take books home to read with an adult.
85. Pupils in Year 6 attain above average standards in reading. They enjoy books and are confident and fluent when reading aloud. They read with understanding and good expression and support their opinions about a book with direct references to parts of the text. They show a good knowledge of a range of books and authors, including Robert Louis Stevenson and Shakespeare. Higher attaining pupils read widely and discuss the techniques used by particular authors to make their books interesting and appealing to young readers. Lower attaining pupils also attain average standards in reading. They read accurately and fluently using their knowledge of grammar to help them or they use the context of the book to check that their reading makes sense. In Years 5 and 6 pupils become confident users of dictionaries and encyclopaedias. Many pupils use the Internet to find information for their topics. A good example of this was the homework that Year 5 pupils completed in which they used the Internet to carry out research on famous buccaneers and pirates.
86. Standards in writing are below average for pupils in Year 2. The 2001 national tests for pupils in Year 2 show that whilst an above average proportion of pupils attained the higher level 3 in writing, a much higher proportion did not achieve the expected level for their age. Indications from the 2002 tests indicated that results in writing are lower than they were in 2001 with fewer pupils attaining at the higher level 3. Work seen during the inspection shows that the writing of seven-year-olds is below average. Pupils present their work neatly and whilst average pupils' handwriting develops well, lower attaining pupils have difficulty in developing a consistent handwriting style. The pupils' writing shows a good knowledge of sounds and they use this in their spelling. Pupils in Year 1 demonstrate a good vocabulary. However, pupils of all abilities find difficulty in constructing sentences and this hampers their progress. By the end of Year 2 average and higher attaining pupils use simple sentences to express their ideas but this makes their writing rather disjointed.
87. Writing of pupils in Year 6 is average and this reflects the 2001 test results. Older pupils have

developed a fluent, neat and legible handwriting style, which they use in their work across the curriculum. Pupils cover the range of work expected by the National Literacy Strategy and show that they can adapt their style to writing reports, arguments or formal letters as well as narrative pieces. They also use their writing skills well to support them in completing a wide range of work across the curriculum. Pupils use punctuation well and average pupils use simple and complex sentences for effect. Higher attaining pupils are starting to adapt their writing style to take account of who will be reading it but, as yet, this is not a marked feature of their work. Lower attaining pupils often start their writing well but the organisation of their thoughts and ideas tends to falter towards the end of their work. Pupils of all abilities have little opportunity to edit their work and this limits their ability to improve the overall structure of their writing or the way they write for a specific person or group of people.

88. The quality of teaching is unsatisfactory overall in Years 1 and 2, although in one of the two lessons observed, teaching was satisfactory. In Years 3 to 6 teaching is good overall. Teaching was satisfactory or better in all of the four lessons seen. In two lessons, teaching was very good and in another it was excellent. All teachers plan their work carefully and this means that pupils are clear about the tasks they have to complete. Learning support assistants are well briefed by teachers. This enables them to work effectively with pupils with special educational needs and those with English as an additional language, ensuring that they take part in lessons and make good progress. Where teaching was very good or excellent, tasks were matched very well to pupils' needs. In these instances, teachers demonstrated considerable skill in the way that they supported either lower or higher attaining pupils but challenged average pupils with tasks that interested and motivated them. This was particularly apparent in Year 3 where pupils were preparing their news broadcast and were considering how they could use formal language effectively. Similarly in Year 5, average pupils were challenged to improve the dialogues they were writing between Jim and Ben Gunn by including 'powerful' verbs and adverbs. Teachers use questioning skills well and this engages pupils' interest and enables them to contribute to the lessons. It also prompts pupils to reflect and see relationships as was evident in a Year 6 lesson where the teacher's questions enabled pupils to evaluate chapters of a short story in terms of excitement and mystery and consider how these qualities improved the story as a whole. Where teaching is very effective, lessons were well paced and pupils were given sufficient time to complete tasks and to consolidate their learning.
89. Teachers of younger pupils are not secure in the knowledge of how to teach the basic skills of literacy and this limits the progress pupils make in reading and writing, whereas those teaching older pupils demonstrate very good subject knowledge and this promotes the pupils' progress very effectively. Younger pupils are often given too many different things to focus on so that they become confused. Where teaching was ineffective time was not used effectively. There was also insufficient focus on the learning intentions for the lesson so that pupils became confused and found it difficult to maintain their concentration. Teachers use homework effectively. Older pupils often have to research a topic that they are studying in class and younger pupils take their reading books home regularly.
90. Management of the subject is satisfactory overall but the role of the co-ordinator is underdeveloped. The co-ordinator understands the strengths and weaknesses of provision in the school. Work has been done to improve standards achieved by older pupils in both reading and writing and this has been successful. The school is now focusing on raising the achievement of younger pupils and as a first step has introduced the Essex Early Reading programme to improve their knowledge of letter sounds. Action has also been taken to include a wide range of books that it is thought will appeal to boys' interests. These books have been incorporated into the reading scheme and the library. The school uses a satisfactory range of assessment strategies but it does not gather information that will help it to pinpoint why younger pupils make slow progress with reading and writing. Teachers' planning and pupils' writing are regularly monitored. However, these monitoring activities have not enabled the school to identify strategies for improving in areas where there are weaknesses.

MATHEMATICS

91. Pupils in Year 2 attain standards which are broadly in line with those expected nationally. Standards in Year 6 are above those expected in numeracy and all areas of mathematics (number, algebra, shape, space and measures and data handling). The results of the end of key stage tests for pupils in Year 2 in 2001 show that standards overall were well below the national average and those of similar schools. Considerable emphasis has been given to improving the rate of pupils' achievement in Years 1 and 2. The effect of this is only now being seen through improved standards, particularly in the proportion of pupils attaining the higher level 3 which is roughly double that of the previous year. This, together with the difference between the two cohorts of pupils, accounts for the difference between last year's standards and those of the present year. The results of the test for pupils in Year 6 in 2001 show that pupils' overall level of attainment was above the national average. In comparison with similar schools, attainment was average.
92. Over the last two years standards have declined at the end of Key Stage 1. There is a direct link between the standards attained and the quality of teaching. Pupils' achievement in Year 1 is not as good as it should be. This is because teaching does not ensure that learning objectives are sufficiently well matched to pupils' needs. Teaching does not take sufficient account of pupils' prior level of attainment. This results in pupils being provided with activities which, all too often, fail to meet their needs and results in an unsatisfactory rate of achievement. Even though teaching is much better in Year 2, too much ground has been lost in the previous year to ensure that pupils reach the levels of attainment of which they are capable by the end of Year 2. The school is acutely aware of the decline in standards in Key Stage 1. It has successfully put in place initiatives to improve pupils' learning in Year 2. However, this strategy, whilst improving standards at the end of Year 2, has not identified and dealt with the problem in Year 1.
93. In contrast to Key Stage 1, the trend over time in Key Stage 2 is more positive. Over the last four years, standards have improved. They generally match the national trends. Although standards are good and pupils' rate of achievement is satisfactory overall, the proportion of pupils attaining level 4 or above could be higher. However, despite examples of very good teaching in Years 5 and 6, the concerns already noted are not entirely overcome.
94. There are no marked differences in the performance of boys and girls. Pupils with special educational needs and the few with English as an additional language make satisfactory progress overall. They are often helped by learning support assistants or other adults, who have a beneficial impact on their learning. Links with literacy are satisfactory and help to ensure that pupils develop their speaking and listening skills.
95. By the end of Year 2, most pupils have a sound knowledge of place value to at least 100. Most pupils successfully use their knowledge of numbers to solve simple addition and subtraction problems. For example, they correctly add on 10 or 11 to a given number. Higher attaining pupils are developing their understanding of multiplication and division to solve more complex problems. Pupils are secure in their understanding of odd and even numbers and several provide sound reasons about how they recognise such numbers. Most teachers encourage pupils to explain their ideas both in oral work and when they record their work in their books. Pupils know some of the properties of two-dimensional shapes and they are starting to tell the time using hours and minutes. Average and higher attaining pupils recognise and name common three-dimensional shapes, such as a cube. However, few pupils correctly name a right angle. Most pupils are beginning to develop their understanding of simple fractions, such as, one half and a quarter of a whole shape.
96. By Year 6, pupils deepen their understanding of numbers including simple algebraic formulae and begin to understand the relationship between ratios. There is steady improvement in pupils' ability to manipulate numbers and solve problems using two or three operations. As they move through the school, pupils increase their understanding of percentages and many correctly convert these to equivalent decimal and simple fractions. Pupils' understanding of shapes and measures is secure. Most correctly convert standard units of measure from metric to imperial. Average and higher attaining pupils deepen their understanding of measurement and the relationship between the circumference and the radius of a circle. They correctly calculate the circumference of a

circle and the area of two-dimensional shapes using a formula. Pupils' mental agility, particularly in Years 5 and 6 is often good. This is because teachers encourage pupils and provide plenty of opportunities for mental calculation. Throughout the school, pupils lack confidence in solving written problems. There are insufficient opportunities in the lower part of the school for pupils to apply their knowledge to problems. Pupils' work is appropriately concentrated on the number aspect of the subject, but there is an appropriate balance between the different aspects of the subject.

97. The quality of teaching and learning is satisfactory overall, but in Key Stage 1 it is unsatisfactory. The quality of teaching in Year 1 slows the rate of learning to the extent that although teaching is satisfactory later in the key stage, the impact on attainment is still felt. In the lessons seen the best teaching was in Years 5 and 6. Here teaching ensures that learning is fun and challenges are there to be overcome. Pupils respond well to this ethos and are keen to do their best. The teaching is highly focused on clear learning objectives and expectations of what pupils can do are high. For example, in a Year 6 lesson, the teacher asked the question, "How many times must you try a test to make it a fair test"? This sort of open ended questioning makes pupils think deeply about their work and challenges them to use their understanding of the subject in practical situations. The introductory part of most lessons is often good but where teaching is less effective, group work does not always match the needs of different groups of pupils. The rate of pupils' learning is slower in Year 1 than in other year groups and pupils' progress is therefore limited. The work provided for these pupils does not always build sufficiently on what pupils already know and understand. This is because average and higher attaining pupils are set work which is very similar. Higher attaining pupils' learning is slowed down because they are required to complete work which is too easy before moving on to activities which more closely match their needs.
98. The teachers have a secure understanding of the National Numeracy Strategy, which they apply effectively. The three-part lesson structure is well established and planning is clear. In the vast majority of lessons teachers make sure that sufficient time is allocated towards the end of the lesson for pupils to gather together and share what they have learnt with their classmates and their teacher. In most classes, teachers use questions well to develop pupils' understanding of new concepts, promote subject specific language and to assess what pupils understand. In several lessons in Years 2, 3, 5 and 6, the pace of the lesson is relentless. Pupils are well supported by both teachers and other staff so that learning is often good. Pupils respond well in these lessons and are keen to learn, exhibiting enthusiasm and interest in their new found skills. This was particularly evident in a lesson on how to calculate equivalent fractions.
99. In all areas of the school the pupils' ability to use ICT to develop their mathematical knowledge, skills and understanding is satisfactory. The school has recently benefited from the opening of a well-equipped computer suite. This is already beginning to have a positive effect on pupils' learning. Pupils have satisfactory opportunities to use their mathematics to help learning in other subjects. For example, in geography, pupils plot temperature using graphs and in physical education they record their successes by measuring time and distance.
100. Teachers assess pupils' attainment satisfactorily. However, where learning is slow, teachers do not always use information gained from informal assessment sufficiently to support their planning for pupils' next steps in learning. Nearly all teachers are confident enough to use the National Numeracy Strategy as a framework to support their teaching and provide pupils with work which is well matched to their prior level of attainment. In a number of classes, information from marking pupils' work was used effectively to help improve pupils' confidence in the subject. Teachers are beginning to use marking to provide ideas or targets for pupils to improve their own work.
101. There have been satisfactory improvements since the last inspection. Standards are rising and the mathematics curriculum is well planned. The co-ordination of the subject is effective. National initiatives have been successfully implemented and their impact on pupils' achievement is beginning to be measured and evaluated, but not all aspects of provision for the subject are monitored and evaluated rigorously. The analysis of results, particularly at the end of Year 6, is starting to provide useful information on how the curriculum can be adjusted to support learning. The process is being developed to include an analysis at the end of each year. This is beginning

to provide teachers with a clearer view of where pupils' learning needs to be improved. The quality of teaching has been monitored but the results have not always been dealt with in sufficient depth to follow up areas for improvement.

SCIENCE

102. The teachers' assessments in science for pupils in Year 2 in 2001 were below the national average and well below the results attained by pupils in similar schools. However, the proportion of pupils attaining the higher level 3 in science was above the national average and average when compared with similar schools. Results in the national tests for pupils in Year 6 were above those attained by pupils nationally and average when compared with similar schools. The proportion of pupils attaining the higher level 5 in science was above average. In the 2001 tests, the attainment of girls was slightly better than that of boys. Pupils' attainment in science shows a steady improvement over the last four years. The standards seen in lessons and in the scrutiny of pupils' work shows that the attainment of pupils in Year 2 is at expected levels, whilst that of pupils in Year 6 continues to be above average.
103. Only one lesson was observed in Years 1 and 2. However, work in pupils' books shows that they make satisfactory progress in all aspects of the subject, though their opportunities to explore and experiment in science can still be developed further. The work shows that the curriculum is covered in appropriate depth. Pupils in Year 2 had planted beans in different conditions to see how this affected their growth. They predicted that the bean planted in just sand would not grow well and also thought that the bean in only water would not. They were fascinated to see the early signs of growth after just a week. Pupils know that the roots are the first part of the plant to appear. From their observations pupils were able to say that plants need water to help them grow.
104. Pupils in Years 3 to 6 are interested in science and enjoy their lessons. They record and explain their work well, using the correct scientific vocabulary. Pupils in Year 3 had carefully observed plants in the school grounds, noting where they had been planted and how this affected their growth. They were then able to decide where they would place their pots of cress to give them the best growing conditions. Other pupils in the class were designing a leaflet on how to make plants grow. They are developing a good awareness of the role of insects in the plant life-cycle. Pupils in Year 4 further develop their understanding of life-cycles and food chains. In Year 5 pupils made careful observations of the parts of a flower and were able to record these by detailed drawings. They then annotated their drawings to show the function of different parts, using the correct scientific vocabulary.
105. In Year 6, the teacher was supported by a teacher from a local secondary school who had brought additional resources for the lesson. Pupils showed good knowledge of how blood carries oxygen round the body. They identified different organs, for example the heart and lungs, on a model. The visiting teacher had brought a set of animal lungs to show how the breathing process works. Only the teacher handled these and wore protective clothing. For pupils who felt anxious about this, different work was provided. They were able to use microscopes to look at slides of blood in close detail. Pupils were fascinated by the model. Using another model, the teacher demonstrated how the diaphragm works. Pupils are beginning to apply their existing knowledge to new learning. They use their mathematical skills to record their findings in different ways, using graphs and tables. They also use their writing and drawing skills well. Pupils are making good progress in science. However in some of the lessons seen, and in the scrutiny of pupils' work in books, the tasks presented were the same for all pupils, and in some lessons the opportunities for pupils to carry out their own investigations were limited.
106. Teaching is satisfactory in Year 2, unsatisfactory in Year 1 and good in Years 3 to 6. Teachers have secure subject knowledge and plan their work well. Their explanations are clear and resources are used very effectively. Teachers have good regard to health and safety in using equipment. This was very evident in the Year 6 lesson. The teacher wore protective clothing for the demonstration and ensured that the pupils were well away from the animal parts used.

Teachers were also sensitive to pupils' feelings, realising that some of them might be very anxious about the demonstration and had provided other activities. This was gratefully accepted by a small number of pupils. There was very good partnership teaching between the Year 6 teacher and the visiting secondary school teacher. The link with the secondary school provides enriched learning opportunities for pupils. Teachers routinely discuss the learning intentions with the pupils, helping them to understand what they are to do. Teachers review learning well at the end of lessons. They use scientific vocabulary effectively and insist that pupils use the correct terms. They use good questioning skills to extend pupils' understanding and check their learning.

107. The school has introduced national guidance for science. This helps to ensure that all aspects of the National Curriculum programmes of study are covered. The school supplements the national guidance with other resources. The school's participation in the healthy schools initiative also makes a contribution to the science curriculum. At present pupils' progress is assessed at the end of each unit of work. The subject leader has included in her action plan further development of assessment and target setting in science. The subject is well managed. Staff have received regular professional development in science and further sessions are booked. As yet there has been no monitoring of teaching but teachers plans are scrutinised and pupils' science books are regularly reviewed. Pupils' attainment by the end of Year 2 has improved slightly since the last inspection and is now in line with expected levels. Attainment by the end of Year 6 remains above average and the school has maintained the good standards previously observed. ICT, and both literacy and numeracy are used satisfactorily to enhance pupils' learning.

ART AND DESIGN

108. By the end of Year 2, pupils meet the expectations for their age. Pupils' attainment in observational drawing, painting, textiles and three-dimensional work is what is expected for their age. Pupils in Year 6 also meet the expectations for their age. They develop skills in drawing, painting, collage and pottery and use a wide range of materials which they often combine for effect. The school has maintained the standards seen during the previous inspection when pupils achieved the expectations for their age.
109. The analysis of work showed that younger pupils' skills in painting and drawing develop well. Year 1 pupils paint symmetrical patterns using a good range of colour. They use a computer program to paint imaginary dragons and develop their skills in collage using a good range of materials. Year 2 pupils paint fans as part of their work on the Willow Pattern story that show that they mix paints to achieve a range of shades in one colour. Their observational drawings of orchids are detailed, well proportioned and very well presented. Pupils in Year 2 also use a computer program to generate pictures in the style of Miró. By the time pupils are in Year 6, they are aware of the work of many artists such as Monet, Matisse, Turner, Cézanne, Hockney and Warhol and have had the opportunity to create pictures in a similar style using a range of materials. Pupils work in clay making pots using pinch, slab and coil techniques. They design and work on fabric using paints, crayon and textiles for effect. Computer programs are used sometimes to enable pupils to generate pictures in the style of Hockney or Warhol or to assist in creating designs for screen printing. Discussions with pupils showed that they could comment on how effective particular techniques or combinations of materials had been and indicated ways that their work could be improved.
110. Teaching is satisfactory overall. In the few lessons seen, it was consistently good. In one lesson, teaching was very good. In all these lessons, teachers demonstrated good knowledge of art as a subject. This was evident from the way they explained and demonstrated tasks to pupils. Good questioning also helped pupils to focus on the techniques they needed to use. Whilst work was progressing teachers also provided feedback and demonstrations to assist pupils with areas where they were experiencing difficulties. Pupils were absorbed by the tasks they were given. This was evident from the conversations they had about their work and their very good behaviour. Teachers' planning and preparation was detailed and thorough and this meant that pupils knew what they had to do and could settle to their work quickly. Support staff were well deployed and whilst they monitored the work of pupils they help, they allowed them to work independently within friendship groups. This enabled pupils with special educational needs to make particularly

good progress in terms of developing their personal and social skills as well as making good progress in art and design. Teaching was well paced, even though one lesson was overlong. In this lesson, the teacher maintained pupils' interest by focusing on different aspects of the Turner paintings that pupils were seeking to re-create and discussing the techniques that pupils could use to improve their work.

111. The long-term planning for art and design reflects national guidance for the subject although this has been adapted to include additional links with ICT. The school allocates the recommended amount of time to the subject. Some lessons are overlong so that the pace of work slightly slackens resulting in time not being used as efficiently as it might be. Art and design is well managed within the school. The co-ordinator monitors teachers' planning and pupils' work and this means that there is a good understanding of many of the strengths and weaknesses of current provision. There are plans to improve areas such as three-dimensional work where the co-ordinator feels that current provision is limited. However, current provision for art and design reflects the influence of western artists but little reference is made to the work of non-western artists and crafts people and this limits the contribution this subject makes to the pupils' cultural development. Links between literacy, numeracy and ICT are satisfactory and enrich pupils' learning. Resources for art and design are good and there is a detailed action plan for developing the subject further.

DESIGN AND TECHNOLOGY

112. Standards in design and technology are in line with those expected nationally for pupils in Years 2 and 6. Only one lesson was observed during the inspection; however, evidence was obtained by looking at examples of pupils' work and teachers' lesson plans and from discussions with staff and pupils.
113. By Year 2, pupils are able to generate ideas and use pictures and models to communicate their designs. In Year 2, pupils plan and design models with axles such as lorries and use computer generated logos as part of their designs. They develop skills in cutting and sticking and use construction kits to develop their understanding of building structures. Pupils assemble, join and decorate materials in a variety of ways. They use wood, fabric, paper, card, scissors, glue, masking tape and split pins - for example, to make wheeled vehicles.
114. Pupils in Year 6 use springs and leavers to make jumping frogs and take care to finish their products well. They work with a range of materials including paper, foam, wood and card. Photographic evidence shows that pupils experiment with structures using kits to explore the strength of shapes such as triangles. Pupils develop designs for plates that could be mass produced. As part of the process, they modify their designs to ensure that the plates are practical for daily use and reflect the views of people who might buy them.
115. As only one lesson was seen, it is not possible to comment directly on the quality of teaching in design and technology. Teaching was good in the one lesson observed. Teachers' lesson plans indicated a sound knowledge of the subject and their planning ensures continuity and progression of knowledge, skills and understanding and basic skills are covered in sufficient depth. Pupils are enthusiastic about the models they have made and can explain how they work and the decisions they made when making them. From other evidence of work on display, it is clear that pupils make steady gains in learning over time, and that those pupils who have special educational needs make progress at the same rate as others of the same age.
116. The curriculum is well planned, with a clear focus for learning each half term although assessment procedures are not yet fully developed. Resources for the subject are good and support the curriculum well. The subject co-ordinator monitors the subject well and provides a good level of support and guidance for her colleagues. Teachers' planning and pupils' work are checked regularly but currently there are limited opportunities for the co-ordinator to observe teaching and learning in the classroom. The school has made good progress since the last inspection. The curriculum and planning have been revised and standards have risen.

GEOGRAPHY

117. Opportunities to observe lessons during the inspection were very limited because the curriculum is planned in half-termly units. It was possible to see only two lessons, both in Key Stage 2. However, from an analysis of pupils' work in both key stages and discussions with pupils and teachers, it is clear that standards for pupils by the end of Years 2 and 6 are broadly similar to those expected. Most pupils, including those with special educational needs, achieve at a satisfactory rate as they move through the school. Since the last inspection, the school has steadily improved the provision for the subject. A useful scheme of work is now used and this, together with increased resources, has helped to ensure improved standards in the subject. Clearly much time and energy have rightly been devoted to providing opportunities for teachers to increase their confidence in the subject and enriching the learning opportunities for pupils, through 'geography days' and field visits. The school has been correct in following this path and is aware that more still needs to be done to raise standards still further by improving the way that pupils' progress is used to support their next steps in learning.
118. By the end of Year 2, pupils describe what different places are like and compare their own village with that of other places, such as the Isle of Struay. Most recognise differences in the physical features of two locations and the impact they have on human activity. For example, they understand that the local employment on the Isle of Struay includes fishing. As pupils move up through the key stage, they increase their understanding of maps and identify key features such as the pond, houses and nearby trees. Many are clear about the difference between man-made and natural features. Towards the end of the key stage, many pupils develop the use of symbols when making a map of the area. They widen their knowledge and use of geographical language and use it correctly in their work.
119. The steady rate of achievement found in Key Stage 1 is continued through Key Stage 2. This is because there is a clear long-term plan for the subject which builds systematically on what pupils have already learnt. For example, the studies of land use allows pupils to use and widen their understanding of climate, physical and human features and the effect of pollution on the environment. By the time they are in Year 5, many pupils use ICT well to map and explain their views on possible environmental changes, such as the closing of the village high street.
120. Pupils in Year 6 have a sound knowledge and understanding of natural processes on the land, for example, how rivers develop, erosion and the effect on the local environment. Many use correct subject-specific vocabulary when talking about their work. They confidently describe meanders, arches and stacks when studying coasts and coastal regions.
121. No lessons were seen in Years 1 and 2 and so it is not possible to make a judgement on the quality of teaching in this part of the school. However, in Years 3 to 6 teaching is satisfactory. Of the two lessons seen, one was satisfactory and the other was very good. Teachers have clear learning objectives which are usually shared with pupils. This helps pupils to focus on what they are to do and supports their concentration. In addition, teachers have a secure knowledge of the subject and use it effectively to lead pupils' learning onwards. For example, in a lesson in Year 5, skilful questioning by the teacher made pupils aware of the differences and importance of physical and political maps. The teacher's subject knowledge was used very well to help pupils develop their geographical vocabulary and use it correctly. Learning was well supported by the use of high quality questions which led pupils onwards and made them think deeply about issues relating to climate and environment in the Alps. Pupils respond extremely well in lessons. They have positive attitudes and because teachers have high expectations of how pupils should behave, they show high standards of behaviour and a mature approach to their studies. In the lessons seen, pupils with English as an additional language were integrated well into the lesson. They were provided with suitable activities and support to ensure that their learning was similar to that of other pupils.
122. Both literacy and numeracy are used effectively to support the subject. Teachers promote subject-specific vocabulary well and expect and achieve good levels of development in this area of literacy. Aspects of numeracy are used well to deepen pupils' understanding of the subject. For example, pupils use Venn diagrams to record the activities of the inhabitants during the seasons of the year. Links with information and communication technology and homework are

increasingly strong. In one lesson, pupils prepared a 'Powerpoint' presentation, partly through homework, to reinforce and explain the connection between climate, environment and employment.

123. The subject is managed satisfactorily. The co-ordinator has begun a useful analysis which highlights future developmental needs. The introduction of new teaching resources has had a positive impact on pupils' learning because teachers are more confident in how they teach. In addition, the use of 'Barnaby Bear', whereby pupils record where they have been on holiday, widens pupils' knowledge of different locations. Since the last inspection, the range of field visits has increased. Pupils now benefit from visits to a nearby river, a farm and the Isle of Wight and carry out practical research on traffic in the local environment. All this helps to maintain pupils' interest in their work, and support their learning. However, procedures for assessing pupils' progress, and the way that information gained from assessment is used to support pupils' next steps in learning, are not satisfactory. Although the role of the subject co-ordinator is now clearer than at the time of the last inspection, the monitoring and evaluation aspect of leadership and management needs further improvement, particularly the monitoring of standards and how best to support pupils' learning. Pupils' learning is effectively supported by the use of literacy, numeracy and ICT. Resources have improved satisfactorily since the last inspection and are now adequate.

HISTORY

124. Opportunities to observe lessons during the inspection were very limited because the curriculum is planned in half-termly units. This meant that it was taught in Years 2 and 4. However, from an analysis of pupils' work in both key stages, discussions with pupils and observing two lessons, it is clear that standards for pupils in Year 2 and 6 are broadly in line with those expected and similar to those found at the last inspection. Most pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress.
125. By the end of Year 2 most pupils have a sound understanding of the historical ideas and knowledge expected. Many have a secure understanding of different periods in time and correctly identify and sequence events chronologically. Most have a sound knowledge of famous people of the past, such as Alexander Graham Bell and Mary Seacole. Many pupils develop their skills and compare life in different times. For example, they recognise the differences and similarities in housing in London of the seventeenth and nineteenth centuries. For example, how Victorian domestic life was supported by newly invented household implements. Higher attaining pupils show an understanding of why people in the past acted as they did. In one lesson about Medieval England, most pupils showed a good understanding of the social life of the period. They show an increasing ability to use resource material to find out information about castles. Many average and higher attaining pupils use literacy effectively when researching the reasons why castles were built in particular locations. Most are developing their ability to use pictures and accounts of the past to answer questions.
126. By the end of Year 6, pupils deepen their knowledge of different periods, and correctly set them chronologically. For example, many quickly placed the Roman period before that of the Tudors. Pupils use first hand evidence to delve into the characteristics of a period. For example, in one lesson in Year 4, pupils studied artefacts associated with the village and most posed simple questions and made sensible observations about life in the past. As they move through the school, most pupils develop an understanding of cause and effect and begin to recognise the impact of events on different groups in society, for example, the effect of draining the lake near the school. A particular feature of pupils' learning is the way that they use artefacts to deepen their knowledge and understanding of the past and understand its importance as a point of reference. In Year 6, pupils use ICT well to research the Anglo Saxon period. Literacy is used effectively by pupils in their accounts of the past and provides a useful addition to their learning. They record their work using subject-specific and increasingly interesting vocabulary with correct dates.
127. The quality of teaching in Years 3 to 6 is satisfactory. Most pupils enjoy their work and show an interest in the past. This is shown by the way that ICT is beginning to be used to support the subject. Where teaching was less effective, too long was spent going over the same ground and the main activity of the lesson was the same for all pupils regardless of their needs. Higher attaining pupils were therefore expected to undertake work which was too easy and did not learn as much as they could. By contrast, a successful lesson in Year 2 provided pupils with plenty of opportunity to develop their research skills and to improve their independent learning. The lesson proceeded at a brisk pace and suitably graded work was provided for pupils of different prior attainment. Support staff are generally deployed well and have a particularly positive impact on the learning of pupils with special educational needs. In both lessons the subject knowledge of the teacher was used to good effect to add detail and sparkle to pupils' learning. When studying their village history, pupils were very interested to find out how a yoke was used. They raised pertinent issues related to life in the past and worked eagerly with classmates to resolve their questions.
128. The teaching of history makes an effective contribution to the development of pupils' literacy. Teachers use literacy to help develop pupils' research skills and their handwriting. Work is nearly always well presented. Numeracy is successfully promoted through the use of dates and data recording. Teachers use homework to consolidate learning and to help pupils increase their ability to learn independently through developing their research skills.
129. The school has adapted a national scheme of work, which helps to ensure that the requirements of the National Curriculum are met and pupils systematically build on their understanding of the

subject. Learning is well supported by a satisfactory level and range of resources. However, not all teachers are aware of the range of software available to enhance pupils' learning. Monitoring of the quality of teaching and learning, the work of pupils and the standards attained are not sufficiently developed. In addition, assessment procedures have not yet been developed to support teachers in planning for pupils' next steps in learning. Pupils'

learning is well supported by 'history days' such as the Roman Day and the Viking Day. Visits to such places as Osborne House, and visitors, such as a local historian, enrich pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

130. By the end of Year 2, pupils meet the national expectations for ICT. Standards achieved by pupils in Year 6 are higher than at the time of the last inspection when they were judged to meet the national expectations. Now, many eleven-year-old pupils exceed the expectations for their age and their rate of achievement is often good. Pupils are taught skills in ICT lessons but older pupils, in particular, are given many opportunities to use their skills on computers to develop their learning in other subjects. During the inspection three lessons were observed, one at Key Stage 1 and two at Key Stage 2. The judgements made about standards and progress are based on the lessons observed, use of computers in other subjects, an analysis of pupils' work and discussions with staff and pupils.
131. The analysis of work showed that younger pupils use computers to support their work in English, mathematics and art. However, opportunities to record results in tables and charts in science are sometimes missed. Pupils in Year 2 have a good knowledge of the keyboard, they use different fonts, know how to save and print their work and use a range of tools for colouring and painting. They write clear instructions for a 'Roamer' and know, if they vary the instructions, how the series of movements will be changed. Older pupils use ICT to support their learning in English, mathematics, science, geography and art. By the time pupils reach Year 6, they send and receive e-mails, prepare simple presentations using a range of fonts, graphics and sound effects and create sequences of instructions for controlling models such as traffic lights. Year 5 pupils effectively linked their study on mountains with work in ICT. The presentations they put together demonstrated that were able to combine information from a number of different sources and present it in forms that best suited their audience.
132. Teaching is satisfactory overall. It was good in the three lessons that were observed. Teachers' good subject knowledge was evident in all these lessons. This was evident from the way that they demonstrated how to use the computer to undertake particular tasks or their skilled questioning which developed pupils' understanding and use of technical language. It is also clear from the evidence obtained from other lesson plans, that teachers' subject knowledge is good and that basic skills are taught well. All the lessons seen were well planned and support staff deployed effectively. This ensured that all pupils, including those with special educational needs, made good progress. Teachers' lesson plans showed that they had clearly identified the focus of the lesson and this was shared with pupils. In turn, all aspects of the lesson reflected this focus including the final section when teachers questioned pupils carefully in order to assess what had been learned during the session.
133. Pupils are highly motivated by the tasks that they are given. Younger pupils explained how they varied instructions to the 'Roamer' and the effect that this had on its movements. Year 5 pupils demonstrated that whilst they could appreciate the technical skills that their peers used in developing their presentations, they could also make suggestions for improvement. Year 6 pupils explained how they were varying their instructions for a set of traffic lights so that elderly people and toddlers would have time to cross the road. ICT makes an important contribution to pupils' social development because it provides opportunities for them to share, work collaboratively and comment constructively on one another's work.
134. The subject is well led by the co-ordinator. The school wishes to establish high standards in ICT so it has been a high priority for development in the last three years. The school has good resources and teachers have frequent access to computers, which they use confidently as a

result of a good level of training. The scheme of work the school uses reflects national guidance and the school is about to introduce a system for assessing pupils' progress. Many aspects of provision for information and communications technology have improved since the school's previous inspection. The most important improvements are that pupils achieve higher standards by the end of Year 6, links between the subject and literacy and numeracy are having a positive effect on pupils' learning and leadership provides clear direction for the subject. The range and quality of resources available for teaching the subject are much better.

MUSIC

135. In the previous inspection standards attained by pupils in Year 2 and 6 were judged to be good. Since that time there have been changes in music provision. A specialist teacher, who works at the school on a part-time basis, now teaches music. This means that each class has music lessons once a fortnight every term, throughout the year. As music is taught by a part-time teacher, it was possible to observe only a small number of lessons during the inspection. In the lessons observed, pupils attained satisfactory standards in music.
136. Pupils sing well with pleasing tone when songs are pitched appropriately for them. Older pupils are developing good breath control. They sing with enthusiasm, responding well to the changing moods of a song by using different dynamics. By the time they are seven, pupils recognise changes in pitch and can use hand signals to show whether the next note played is higher or lower. They begin to understand how notes of different pitch can be represented by a series of dots. They can use chime bars to play different patterns represented by a series of dots - for example, low, high, high; or low, high, low. They worked well together in groups to devise patterns using high and low notes for other pupils to play.
137. In Year 5 pupils showed good understanding of musical terms and were able to recognise an ostinato (repeated pattern) in a piece of music they heard. They were able to name some of the instruments they heard in the recording. They were able to combine different rhythmic patterns to create short pieces. One group was able to record their work using musical notation. Pupils worked well in groups, practising and refining their short compositions. They listened attentively to each other's work and made constructive suggestions as to how each group might improve their piece. Pupils were able to identify the key musical elements that they had discussed at the start of the lesson.
138. The quality of teaching is consistently good. The teacher has very good subject knowledge and lessons are planned with care. Lessons give pupils a good balance of activities. They include opportunities for pupils to listen to music and then to develop their skills and understanding through practical activities. The school uses a scheme from the local education authority, which ensures continuity. The assessment of pupils' progress is satisfactory overall. At present this is by observation in lessons. A more formal system of assessing pupils' progress is to be developed. Although the school benefits from having a specialist teacher for music, there are missed opportunities in using his expertise to develop the skills of other teachers.
139. Pupils have the opportunity to have individual lessons on flute, clarinet or keyboards. There is also a school choir, though this was not observed during the inspection, as there was a visitor from a local youth theatre that day. The school is a member of the local schools' music association and regularly takes part in local concerts. Pupils recently joined with another local school to give a charity concert. This event was very successful and there are plans to work together on another concert. Progress since the last inspection has been satisfactory.

PHYSICAL EDUCATION

140. Standards are in line with expectations for the majority of pupils by the end of Years 2 and 6. The school has maintained the standards found during the last inspection. There is little variation in the attainment of boys and girls. It was possible to observe only the athletics, games and swimming aspects of the subject. As pupils, including those with special educational needs and

those with English as an additional language, move through the school, they build steadily on their level of skills. The scheme of work provides teachers with a very useful framework to help them in their planning for lessons. As a result, the level of pupils' achievement between classes is fairly consistent. Teachers' planning ensures that most pupils are provided with activities which build effectively on their level of skill and understanding. This aspect of teaching helps to ensure that pupils are able to consolidate their skill and then build on this to increase their level of attainment. For example, in a swimming lesson with lower attaining pupils, the pupils were systematically shown the techniques necessary to improve their style and breathing pattern. In this way their stroke improved in technique and speed. Since the last inspection the school has maintained the good range and opportunities for pupils' physical education through out of school activities, clubs and inter-school matches. These include athletics, rounders, netball and football. The involvement of parents in out of school activities has a beneficial impact on the opportunities offered to pupils. The school also works closely with a private instructor who provides tennis tuition.

141. Only one lesson was seen in Key Stage 1, a games lesson. However, it is clear that pupils build steadily on their prior level of skills. In the lesson observed, they developed their skill in throwing and catching. Pupils respond well to the teacher's instructions and try hard to improve their technique. They develop their skill of sending and receiving a small ball by extending the ways in which this can be done - for example, by rolling the ball before running to intercept it. Pupils practise and improve their movements, widening the variety of methods of travel to include different speeds and levels. Most pupils in Year 2 link their movements together with good levels of co-ordination. They show an increasing awareness of the space around them and work well individually or with a partner. This was particularly noticeable in the open playground. Several higher attaining pupils are beginning to develop the skill of judging the performance of others or themselves. Opportunities for pupils to observe the performance of others and to develop this important aspect of the subject, are regularly provided by the teacher and learning support assistant. In this way, good work is modelled for them to help them to improve their own performance. During the cooling down part of the lesson pupils are silent as they learn to relax after physical activity. Pupils, including those with special educational needs, enjoy their work and co-operate with each other well. They develop their balance, co-ordination and control effectively.
142. By the time they are in Year 6, pupils have improved their skills and successfully develop their skills and techniques from comparisons of others' work and their understanding of how they can apply them in their physical activities. For example, pupils use their knowledge of momentum to increase the length of a standing jump and use good hand and eye co-ordination to catch a small ball when fielding. They work sensibly together, helping each other as necessary. This steady progress is because teachers focus on improving skills and techniques systematically. For example, in a Year 6 lesson, the teacher organised the lesson so that pupils had plenty of opportunities to observe the work of their classmates. By doing this, pupils' attention was drawn to new and more effective ways of improving their performance as an individual and as a member of a team. Time was set aside during the lesson for pupils to observe good examples of throwing and running and important techniques, such as hand and eye co-ordination, were stressed. Pupils in all years attend swimming lessons in the school's pool. Almost all learn to swim and many exceed the level expected for their age. The school ensures that all pupils are able to take advantage of all opportunities offered during their time at the school. Pupils respond very well to the needs of others.
143. The quality of teaching is satisfactory overall. Teachers have sufficient knowledge of the subject to be able to help pupils develop skills, knowledge and techniques, effectively. Lessons are carefully planned and have clear learning objectives. However, where teaching is less effective and learning declines, it is because too many objectives are planned and not enough time is spent on consolidating newly learnt skills and techniques. Teachers generally assess pupils' attainment effectively and many are adept at spotting skills which need improving. They have high expectations of what pupils can do and use the scheme of work and their own knowledge of the subject to provide activities which support pupils in raising their sights. Pupils respond well to these challenges and their learning improves. Numeracy is used effectively in lessons; for example, when pupils are set tasks which involve them working against the clock or when

counting their swimming strokes to improve their breathing technique. Teachers manage pupils' behaviour well and maintain good relationships with them. This ensures a purposeful environment in which pupils learn and helps to ensure that they make steady progress.

144. The number and range of activities provided out of school time enhance the quality of pupils' learning. This extends to competitions with other schools, for example in football, netball, rounders and cricket. Pupils also benefit from visiting coaches who provide 'taster' sessions. For example, coaches take sessions in dance and a local cricket club provides regular coaching in cricket. Pupils in Year 6 are provided with the opportunity of attending an Outdoor Pursuit centre in Upminster for a day each year. This focuses on outdoor pursuit activities and plays an important part in supporting pupils' physical education as well as their personal, social and health education.
145. The co-ordinator leads the subject effectively. The scheme of work is a secure framework and ensures that the requirements of the National Curriculum are met. Assessment procedures are sufficient to ensure that pupils make steady progress, for example, records of pupils' progress are maintained for swimming. However, the school recognises that this is an area for further development. No evidence of the use of ICT was available during the inspection. There is a good range and level of resources, which helps teachers to provide a broad range of activities to support pupils' learning. The school makes good use of the swimming pool and extensive accommodation outside the school buildings.

RELIGIOUS EDUCATION

146. During the last inspection, standards for pupils in Years 2 and 6 were unsatisfactory and this is still the position. The work in religious education was not well structured and this resulted in a lack of progression over time. Raising standards in religious education was a key issue in the inspection report. Due to timetabling arrangements only two lessons were observed during the inspection. Judgements on pupils' attainment are made on the basis of these lessons and on the scrutiny of pupils' written work.
147. In a Year 1 lesson pupils listened to a Bible story about Jesus calming a storm. The teacher talked to pupils about times when they had felt frightened and about what they might do in such circumstances. However, this was not then related to how the disciples might have felt in a small boat in stormy weather. After reading the story, the teacher asked pupils to draw pictures of the story. This did not help pupils to explore their feelings and develop their understanding of the story. The stated learning intention was to explain the significance of the story to Christians and how it helps them to trust in Jesus. The activity did not help pupils to do this.
148. In Year 6, pupils discussed the issues of belonging to groups and how they knew that they had become part of a group. Pupils were thoughtful and reflective in suggesting gifts to welcome a new baby to a family. They talked about joining different clubs, such as a karate club, when they had to observe rules and pass tests before being admitted to membership. The teacher introduced the idea of weddings as an initiation into the rest of life. One pupil talked about a Jewish friend who was about to celebrate her Bat Mitzvah and promised to tell the class about the ceremony. Pupils sensibly discussed the kind of things that would help them to learn the new rules and settle in. Pupils were thoughtful and reflective and showed very respectful attitudes to the views of others. Pupils were invited, as a homework task, to design a good luck card for a friend transferring to secondary school, thinking about the symbols they might use.
149. Teaching is unsatisfactory overall. In the Year 1 lesson, it was unsatisfactory, but in the Year 6 lesson, it was good. There was very limited evidence in pupils' books of work in the subject. Displays show that religious education is taught and that pupils consider the teachings and practices of different world faiths. However, work in pupils' books shows that the scheme of work which accompanies the locally agreed syllabus is not being taught systematically. In the books for one year group, a unit on Christianity is started, but the theme is not developed. Several lessons are missed and then the next unit of work is begun. This means that the units of work are not linked coherently and pupils are not helped to develop their knowledge, skills and

understanding.

150. The headteacher has just assumed responsibility for religious education since the previous headteacher was the subject leader. The school has a well developed scheme of work to support the locally agreed syllabus for religious education. This is not being taught systematically and whilst in the effective lesson observed, pupils show satisfactory knowledge and understanding, this is not being developed in a coherent way from Year 1 to Year 6. As a result, learning experiences for pupils lack continuity and progression. The school has made unsatisfactory progress in this issue since the last inspection.