

INSPECTION REPORT

**DARLINGHURST COMMUNITY PRIMARY
SCHOOL**

Leigh-on-Sea

LEA area: Southend-on-Sea

Unique reference number: 114790

Acting Headteacher: Mr Andrew May

Reporting inspector: Mrs Sheila Browning
1510

Dates of inspection: 20 – 23 May 2002

Inspection number: 195842

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:	3 to 11
Gender of pupils:	Mixed
School address:	Pavilion Drive Leigh-on-Sea Southend Essex
Postcode:	SS9 3JS
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Barnes
Date of previous inspection:	9 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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9736	John Brasier	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? Partnership with parents
20767	Jerry Royle	Team inspector	English Information and communication technology Design and technology	
8139	Barbara Johnstone	Team inspector	Foundation Stage	How good the curricular and other opportunities offered to pupils are
7148	Graham Hall	Team inspector	Science Physical education	
10782	David Griffith	Team inspector	Equal Opportunities Special educational needs Religious education	
24024	Susan Phelps	Team inspector	Mathematics Geography History	Pupils' spiritual, moral, social and cultural provision.

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Darlinghurst Community Primary and Nursery School, with 330 boys and girls aged 3+ to 11, is bigger in size than most other primary schools nationally. Many pupils come from the local area and a large number, forty percent come from out of the catchment area. Although the full range of attainment is represented on entry to the school, attainment on entry to the nursery is broadly average. The percentage of pupils identified as having special educational needs, at 16.9 per cent, is below the national average. The percentage of pupils with Statements of Special Educational Need, one per cent, is below the national average. The proportion of pupils eligible for free school meals, at 22.1 per cent, is in line with the national average. There are few pupils from ethnic minority groups. The percentage of pupils speaking English as an additional language is higher than in most schools. The full range of socio-economic backgrounds is represented. The movement of pupils in and out of the school is significantly high.

HOW GOOD THE SCHOOL IS

What the school does well

- Standards in the core subjects of English, mathematics and science are improving. In physical education standards are above national expectations, particularly in gymnastics and games.
- Overall, teaching and learning are good.
- Pupils' attitudes, behaviour, personal development and relationships are very good.
- The quality and range of learning opportunities for children under five are good and the provision for pupils with special educational needs is very good.
- Extra-curricular opportunities and the overall provision for pupils' spiritual, moral, social and cultural development are good.
- The support and guidance for pupils are good. Parents are strongly supportive of the school.
- Leadership by the acting headteacher and the senior management team is very good.

What could be improved

- Increase the proportion of pupils reaching the higher levels in English, mathematic and science.
- Raise standards in design and technology for pupils in the juniors.
- Improve attendance.
- Improve the unsatisfactory aspects of the accommodation.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is an improving and effective school. It has addressed the key issues well since it was last inspected in June 1997. The school has undergone some significant staffing difficulties and pupil movement remains very high. Results in the 2001 national tests for 11-year-olds standards were below national averages and were well below for mathematics. Inspection findings show improved standards and, overall, pupils make good progress. Teaching and learning are good and have improved considerably. Curriculum planning has improved and subjects have clear schemes of work. Teachers' subject expertise has improved in design and technology, history, information and communication technology and physical education. The role of the key stage co-ordinators is established. The provision for children under five is good. The inspection team judged that the school has a very good capacity to improve.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	B	E	E	D
Mathematics	B	D	E	E
Science	B	C	E	D

Key

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

The table above shows the average points score achieved by pupils and includes those who gained the expected Level 4 or above in National Curriculum assessments and those achieving the higher Level 5. Results for pupils aged 11 are affected significantly by high pupil turnover a higher percentage of pupils with special educational needs and a higher percentage of pupils eligible for free school meals. The performance of seven-year-olds was well below national averages in reading, writing and mathematics. The performance data shows that those who remain with the school make good progress.

On entry to the nursery, the attainment of children is broadly at the expected level for children of the same age nationally. During their time at the nursery they experience a wide range of appropriate activities enabling them to make secure progress and to increase in confidence. By the end of the reception year the majority of children are likely to achieve the early learning goals in the six areas of learning. A few children have already begun working in the early stages of the National Curriculum.

Standards have fluctuated since the last inspection. Inspection findings indicate that standards are in line with those expected for pupils aged 11 in English, mathematics and science. Inspection findings for seven-year-olds show improvement in English, mathematics and science. The proportion of those achieving the higher levels 3 and 5 could be increased. Pupils are making good gains on their prior attainment. Progress in literacy and numeracy is good. Standards are higher than expected for pupils throughout the school in physical education, particularly in gymnastics and games. Higher-attaining pupils are usually sufficiently challenged. Pupils with special educational needs and those with English as an additional language make good progress. The school has set suitably challenging targets for raising standards and on the whole these are met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils much enjoy coming to school and enter into activities with enthusiasm.
Behaviour, in and out of classrooms	Very good. In lessons and in the playground. There is a harmonious atmosphere in the school.
Personal development and relationships	Relationships between adults and pupils are very good, as are relationships between pupils. This is a great strength of the school. Personal development is good. Pupils like to take responsibility and are expected to use their initiative.
Attendance	The rate of attendance is below the national average.

Attitudes, behaviour, relationships and respect for the feelings of others are very good and personal development and the use of initiative are good. This is a substantial improvement over the last inspection.

TEACHING AND LEARNING

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

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

Overall, teaching and learning are good throughout the school. The improved teaching and learning are a result of a more focused approach to class observations and good teaching practices. Strengths are teachers' secure knowledge and understanding of subjects and of how pupils learn. Teaching of basic skills is good and planning is effective. Teachers' have good expectations of what pupils can achieve and they use effective teaching methods. Their management of pupils is good. The pace of lessons is good. Teaching assistants are very well deployed and are actively involved in pupils' learning. They contribute positively to pupils' standards and learning. Resources are used well.

Overall, pupils make good progress. Those with special educational needs and those with English as an additional language make good progress. Pupils acquire new skills, knowledge and understanding and develop appropriate intellectual, physical and creative skills. They are eager to learn and maintain their concentration and work hard. Pupils work well in pairs, in groups or individually. Pupils have good standards of presentation. They understand how well they are achieving and what more they need to do to improve further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It encompasses the requirements of the National Curriculum and religious education. Insufficient opportunity is provided for pupils to develop specific skills in design and technology. The curriculum for children under five is good and provides them with a wide range of learning experiences There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good and they make good progress.
Provision for pupils learning English as an additional language	The provision for pupils with English as an additional language is very good and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. The school's provision for pupils' moral and social development is very good.
How well the school cares for its pupils	The school cares well for its pupils. This is a happy school where pupils feel at ease. All the usual safety requirements are in place and effective. Welfare provision is good, with especial notice being taken of children who are in the care of others than their parents.

The school is fully inclusive and the curriculum is equally available to all pupils. The school makes good provision for pupils' personal, social and health education. The additional provision in literacy and numeracy is helping to raise standards. There is a very good partnership with parents, and

parents are strongly supportive of the school, a substantial improvement over the last inspection. Parents are very pleased with the school. They are kept well informed and receive a good range of information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good by the acting headteacher, and senior management team. With governors and staff they share the commitment to school improvement.
How well the governors fulfil their responsibilities	The new but very professional governing body fulfils its statutory responsibilities well. Governors have a good working relationship and they continue to be very supportive and helpful through what has been a difficult time for the school.
The school's evaluation of its performance	The school's priorities for development, monitoring and evaluation of its performance and taking effective action are appropriate.
The strategic use of resources	The strategic use of resources is good.

The previous staffing instability and significant pupil mobility has impacted on the work of the school. The number and qualifications of staff meet the needs of the National Curriculum. Aspects of the accommodation are unsatisfactory. Leadership and management are well focused on educational improvement. The school applies the principles of best value carefully.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Staff are easily approachable with questions or a problem. • Children like school. • Children make progress. • The teaching is good. • Expect children to work hard. • Helps children to be mature and responsible. • The school is well led and managed. • The school works closely with parents. • Behaviour is good. • Well informed about children's progress. 	<ul style="list-style-type: none"> • The right amount of homework. • Range of activities outside lessons.

The inspection team agrees with all of the parents' positive views but not with all of the parents' other views. Although homework is set there are some inconsistencies. The school may wish to review the balance and regularity and inform parents about this. The range of activities outside of school is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the nursery, the attainment of children is broadly at the expected level for children of the same age nationally. During their time at the nursery they experience a wide range of appropriate activities enabling them to make secure progress and to increase in confidence. By the end of the reception year the majority of children are likely to achieve the early learning goals in the six areas of learning. A few children have already begun working in the early stages of the National Curriculum. The progress of children with special educational needs and those with English as an additional language is satisfactory. The progress of higher-attaining children is good. The last inspection judged the attainment and progress of children to be mostly sound, though some limiting experiences were leading to unsatisfactory standards. Improvement since the last inspection is good.
2. National Curriculum average points scores in 2001 tests showed that pupils aged seven attained well below national standards in reading, writing and mathematics. In comparison with similar schools, results in reading and mathematics were below average and they were well below in writing. Standards in science attained by pupils, aged seven, on the basis of teacher assessment, were well below the national average and when compared with similar schools. There were very few pupils who achieved the higher levels (Level 3 and above) in these tests. Results were below the national average for writing and science and were well below for reading and mathematics. Since the last inspection, results indicate that standards have fluctuated. Inspection findings indicate that standards, overall, for seven year olds in English, mathematics and science are at the expected level.
3. Attainments in National Curriculum tests in 2001 for pupils aged 11 were well below the national average in English mathematics, and science and were in the lowest ten per cent of schools. When compared with similar schools, results were below in English, and science and were well below for mathematics. The percentage of pupils who achieved the higher levels (Levels 5 and above) was below the national average in English and well below in mathematics and science. Since the last inspection standardised tests results indicate that standards have fluctuated. Inspection findings indicate that standards overall for eleven year olds in English, mathematics and science are at the expected level. The emphasis that the school has put on improving standards, teaching, learning and the curriculum is having a positive impact and there are signs of good improvement since the beginning of the academic year.
4. The school has very significant numbers of pupils leaving and joining the school during the school year. For example, on average the movement from Year 2 to Year 6 is some twenty per cent of pupils. This turbulence can affect the performance data. Other factors that undoubtedly will have affected performance for both key stages were the high turnover of staff and resulting instability. The 2001 group of pupils at the end of Year 6 had some 32 per cent eligible for free school meals and over 29 per cent of pupils with special educational needs. Many of these pupils had not been in the school for the full seven years of their primary school life and some had left the school to rejoin it later. This adversely affects results. Those that stay with the school make good progress.

5. The school met the targets set for pupils aged 11 at the expected levels in English and science and but were below the target set for mathematics. Fewer pupils achieved the higher levels in mathematics. The previous year's (2001) statistical data shows very contradictory evidence showing the school achieving below national and similar schools. It also highlights that the gap between the school trend and the national trend for the average points score at the end of Year 6 is narrowing, although classified as broadly in line with the national trend. The 2001 school results for seven year olds, though disappointing met the local authority targets in the vast majority of cases. School analysis of attainment recognises that the results reflected underachievement by pupils aged seven and eleven when measured against national and similar schools comparisons. The school acknowledges that boys were underachieving in literacy and in problem solving in mathematics. The school also recognises the need to continue to extend higher attaining pupils throughout the school.
6. In 2001 results of boys and girls, overall, were not significantly different for pupils aged seven and eleven. Girls aged seven outperformed the boys in reading and writing and boys outperformed girls in mathematics reflecting their attainment on entry. Girls aged 11 outperformed the boys in English by the equivalent of two terms progress. Boys outperformed the girls in mathematics and science. The rate of improvement over the past five years in all of the core subjects (English, mathematics and science) for pupils aged eleven was broadly in line with that nationally. This gap is narrowing with noticeable improvement in mathematics. During the inspection nothing was observed to suggest that there is any significant difference or disparity in the achievements of boys and girls.
7. The school is addressing the attainment of pupils effectively. This improvement is the outcome of the implementation of the national strategies, good teaching and learning and improved lesson planning and improving subject management. The school has successfully used specific grants to provide additional teachers and booster classes. The school's targets for the Year 2002 are on line to be met based on the ongoing analysis of data.
8. Standards seen during the inspection reflect improvement on the results shown above. Inspection evidence found that most pupils aged seven are achieving at the expected level in reading, speaking and listening and writing. Skills are being reinforced effectively. Work is well presented and the majority of pupils use joined up, formed writing. They have a clear understanding of punctuation. Spellings are generally correct and pupils use their phonics to help with unfamiliar words. Speaking skills are well established and the majority express themselves clearly and confidently and listen carefully. Reading skills are established and higher attaining pupils read with expression and talk about the books they are reading enthusiastically. By the age of eleven the emphasis that the school has placed on raising standards in writing is having a positive impact. There are signs of good improvement. Handwriting is neat and joined. The majority of pupils have a clear understanding of the use of punctuation. Spelling has improved, although some pupils still make mistakes spelling high frequency words. Speaking and listening skills are further developed. The overall standard of reading is satisfactory; higher achieving pupils exceed this level. Progress in reading is promoted by regular reading sessions.
9. Inspection evidence found that by the age of seven and eleven pupils are making satisfactory progress in all aspects of mathematics, they are achieving at the expected level. By the age of seven, pupils use mathematical language and addition

and subtraction number bonds accurately. They use and understand symmetry and use remote control technology and plot grid references. By the age of eleven pupils problem solve when extracting and interpreting data from a bar chart. They compare distributions and interpret and justify their findings. The numeracy strategy has been successfully introduced.

10. Inspection findings show that standards in science are now in line with those expected for pupils aged seven and eleven years. However, the number of pupils achieving the higher levels could be improved. By age eleven pupils have made good progress and a higher proportion are achieving at the national average and an improved number achieving the higher level. Standards in religious education are in line with those expected for the locally agreed syllabus for pupils aged seven and eleven. Standards are above those expected for pupils aged seven and eleven in physical education, particularly in gymnastics and games. In all other subjects, standards are as expected for juniors with the exception of design and technology where standards are below those expected. Since the last inspection improvements are seen in science, information and communication technology and in physical education. In terms of inclusion the school is very aware of the individual needs of different groups of pupils and continues to address them well.
11. The National Literacy Strategy is implemented appropriately in literacy lessons. Literacy is well supported in the teaching of other subjects. Pupils transfer their literacy skills to other subjects. They express themselves and speak confidently to a larger audience. Pupils listen carefully and they are given good opportunities to express their views in different subjects. They evaluate each other's work in art, music and in physical education. Pupils take care with the presentation of their written work and their handwriting is usually neatly presented.
12. The National Numeracy Strategy is fully implemented and teachers spend the right length of time on each component. Mental warm up activities are effective and plenary sessions consolidate learning. Numeracy is used appropriately across the curriculum in subjects such as science, design and technology, history and geography. For example, in science pupils devise charts about plants. In history, pupils have a good sense of chronology, by following a time line from the Stone Age through to Medieval times. In geography, pupils use maps to look at and interpret scale. In information and communication technology pupils use spreadsheets and higher attaining pupils calculate percentages and averages. In music, pupils count the different beats in rhythmic patterns.
13. As expected, pupils with special educational needs achieve lower standards than their peers. Overall, pupils with special educational needs achieve well and make good progress over time. They make good progress towards their targets in literacy and numeracy skills. In 2001 pupils in Year 6 attained an average standard in mathematics. A few pupils in the current Year 6 and in Year 3 have moved from School Action Plus to School Action, no longer requiring the support of specialist agencies. Pupils have also been removed from the special needs register altogether. Records show that some pupils' reading ages have improved significantly over two terms with additional support. In lessons seen the progress that pupils make with special educational needs in Years 1 to 6 in the majority of subjects is better than expected. In English, younger pupils use poems well as models for their own writing and older pupils produce helpful leaflets about kitchen hygiene. In Years 3 to 6 in mathematics, pupils identify accurately lines of symmetry in different shapes and in design and technology pupils use computers to show good understanding of electric circuits. Pupils with special educational needs improve their tennis skills, provide a

useful key for plant names in science and handle objects appropriately used in worship in religions.

14. Higher-attaining pupils make appropriate progress overall. They are usually challenged and are given suitable tasks and resources. In English, some higher attaining pupils have an understanding of speech marks and use descriptive words well. Higher attaining pupils read with expression, alter the tone of their voice when reading speech and talk about the books they have read with enthusiasm. In information and communication technology pupils have an understanding of data handling, entering the data of favourite colours and presenting their findings in graph form. When using spreadsheets they know how to calculate percentages and averages. Teachers generally have good expectations of pupils' understanding and their capabilities.
15. Pupils for whom English is an additional language make good progress overall, including a few pupils at an early stage of English language acquisition. Records show that these pupils in Year 6 are now working at the expected level and in line with their peers in literacy. The leadership and management of support for pupils with English as an additional language are good. There is a register of pupils, and monitoring, effective record keeping, and planning are based on good advice and practice. All classes identify and provide for pupils for whom English is an additional language. In all subjects these pupils gain in confidence, with pupils fully involved in lessons and given appropriate opportunities to speak. Pupils take part and improve their self-esteem as well as gain particular skills.

Pupils' attitudes, values and personal development

16. Attitudes, behaviour, relationships and respect for the feelings of others are very good. Personal development and the use of initiative are good. This is a substantial improvement over the last inspection. Pupils much enjoy coming to school and enter into activities with enthusiasm. For example, in a personal and social education lesson on perseverance, pupils were devising play-lets, illustrating what would happen if various people, such as mums, clowns, airline pilots and firemen, got bored with their jobs and suddenly switched off. This was tackled with much enthusiasm and enjoyed by the audience, who appreciated the impact of the message. Pupils are proud of their school and take care of their own and others' possessions and the school premises. These very good attitudes are fostered by the enthusiasm displayed by teachers and the efforts made to make learning an interesting and participative process.
17. Pupils with special educational needs show positive attitudes to learning in Years 1 to 6. Pupils are eager to show others their work and to share their success. In a Year 5 lesson on dialogue, when pupils returned from withdrawal, they were interested both to listen to the rest of the class read out their work, and also were given the opportunity to tell the whole class what they had been learning. The relationships between pupils and members of the special educational needs team are very good.
18. Behaviour is very good in half of the lessons inspected and good or better in nineteen out of twenty lessons. In the playground behaviour is very good and there is a harmonious atmosphere. At lunchtime pupils behave well and are very compliant. Pupils are polite and take an interest in visitors. There are no exclusions and the school successfully integrates pupils who have been in trouble elsewhere. There is a very low incidence of bullying and racial incidents, meticulously recorded by the

school, and recognised problem areas are closely observed. The low incidence of oppressive behaviour is judged to be good by inspectors.

19. Pupils work well together when asked to work in pairs or groups. They have respect for each other and carefully listen to each other's opinions. For example, when Christian religious artefacts were being examined, with great interest, pupils were given the option of working in pairs to draw the objects and describe their importance. Many opted to do this. The degree of collaboration, which included reading out in unison was impressive. Pupils are well aware of the impact of their behaviour on others. This is an inclusive school, pupils of different ethnic origins or with behavioural problems are well integrated into the life of the school and friendships recognise no boundaries.
20. Relationships between adults and pupils are very good, as are relationships between pupils. This is a great strength of the school. Personal development is good. Pupils like to take responsibility and are expected to use their initiative. Some pupils in Year 6 help the youngest children at playtime and with reading. There is a school council that has clear objectives and is busy raising funds to attain them. There are limited opportunities for independent research in lessons.
21. Attendance is unsatisfactory. The first two terms of this academic year and the year 2000/2001 had an identical performance at 92.2 per cent, one per cent poorer than at the last inspection and well below the national average. Part of the current unsatisfactory performance is explained by the circumstances of two families, and work by the school has now solved one of the problems successfully. The other problem is being tackled. Lessons start on time and registers are well maintained. There is little lateness. The school has made good improvement on the unauthorised absences bringing it down from 0.5 per cent to 0.2 per cent. This has been achieved through the hard work of the secretarial staff.

HOW WELL ARE PUPILS TAUGHT?

22. Overall, teaching and learning are good throughout the school. In a third of lessons seen teaching and learning are very good and better. In over eight out of ten lessons they are good and better. In the remaining lessons teaching and learning are satisfactory. No unsatisfactory lessons were observed. Teaching is strongest in Years 2 and 6 and overall in the juniors. In English, mathematics and science teaching and learning are good with a proportion very good. Teaching methods for developing literacy and numeracy skills are appropriate. Since the last inspection teaching and learning have improved significantly. It must also be noted that since the last inspection there has been significant staff turnover, over fifty per cent in the infants and sixty-six per cent in the juniors. The improved teaching and learning is a result of a more focused approach to class observations and good teaching practices.
23. Strengths in teaching are that teachers are secure in their knowledge and understanding of subjects and of how pupils learn. Teaching of basic skills is good. Planning is effective. Teachers have good expectations of what pupils can achieve and praise them well. They use effective teaching methods. The management of pupils is good and is very good in the juniors. The pace of lessons is good. Teaching assistants are very well deployed and are actively involved in pupils' learning. They positively contribute to pupils' standards and learning. Resources are used well. Marking of work is generally good and teachers make helpful and informative comments on how pupils can improve the quality of their work.

24. There are relatively very few areas of weakness. On occasion in literacy the planning does not always take into consideration the higher attaining pupils, lacking additional challenging extension tasks. The use of assessment is satisfactory but the school recognises this as an ongoing area for development. Because monitoring of teaching is not undertaken by all subject co-ordinators as yet assessment does not always usefully inform curriculum planning. Homework is usually set although there are some inconsistencies, a concern that parents shared.
25. Teachers' planning is informed by Curriculum Guidance 2000 and supplementary schemes of work. Lesson planning is detailed and usually takes into account the needs of different abilities. Co-ordinators have oversight of planning across the school. The purpose of the lessons is made clear to pupils and these are reinforced. The use of the literacy and numeracy strategies is helping to raise the teachers' expertise.
26. Learning objectives are shared with pupils and are reinforced consistently throughout lessons. A particular strength in all lessons is the focused questioning and use of white boards and this extends and consolidates what pupils know. The pace of lessons is usually brisk and pupils maintain high levels of concentration, as for example, in a Year 2 science lesson setting up a fair test to investigate the effects of different dyes, pupils responded well to the challenging questions set by the teacher. Teachers use a good range of subject specific vocabulary. Plenary sessions often provide good reinforcement of learning. Teachers give confident demonstrations in information and communication technology and build on pupils' previous understanding.
27. The teaching of under-fives is good. Work is very well planned and tasks are carefully matched to each child's level of ability. Procedures for assessing children when they enter the nursery and reception classes are good. Teachers are aware of the 'stepping stones' that lead to the early learning goals. Lessons are well planned and detailed marking of work ensures that an individual child's progress is closely monitored. The learning intentions of the activities are shared with the children. Very good use is made of other adults to support children's learning throughout the day. These adults make a valuable contribution to the work of the nursery and reception classes. Very occasionally there is a slower pace to the beginning of lessons. Effective use is made of a range of resources. The quality of teaching is having a positive impact on the children's attainment and enables them to make good progress. Teaching was found to be unsatisfactory in the last inspection, with underdeveloped assessment procedures. Also the curriculum was not sufficiently planned to meet the needs of all children. The school has successfully addressed these issues. Improvement since the last inspection is good.
28. Overall, the teaching of pupils with special educational needs is good. Generally, class teachers understand how they can support pupils through their curriculum and through meeting different needs with a range of tasks and activities. Pupils are often taught together in groups with smaller numbers and by teaching assistants or by the special educational needs co-ordinator. Teaching assistants are deployed in every class where they help individuals or groups of pupils effectively, knowing when and how to offer support. There is very good management of pupils based on teachers having a good knowledge of pupils' needs. Good planning identifies the special needs of pupils. Teachers match their style and method of teaching to the range of pupils' needs and pupils are provided with appropriate support materials. There is good use of questions, praise and reassurance and a change of activities to keep interest. The special educational needs co-ordinator supports pupils well and mentors teaching assistants,

providing a very good specialist role model, monitoring classroom planning and provision, and being available for reviews and visitors.

29. Pupils with English as an additional language gain in confidence, they are well integrated and are fully involved in all lessons. Pupils improve their self-esteem as well as gain particular skills.
30. Overall, pupils make good progress. They acquire new skills, knowledge and understanding and develop appropriate intellectual, physical and creative skills. Pupils are eager to learn. They maintain their concentration and work hard and independently. In English, the majority of pupils express themselves clearly and confidently. They like to answer questions and interact well with each other. Pupils work well in pairs, in groups or individually. For example, in a Year 6 science lesson, pupils worked diligently in pairs to prepare a chart about plants and present their findings to the rest of the class. Pupils use information and communication technology to research and enhance the quality of their work. In geography, pupils explore features of the locality by going to Old Leigh. They apply themselves well to historical investigations and show much enthusiasm. In art and music, pupils have good opportunities to explore and experiment with different sounds and media. They take some responsibility for their own learning as in physical education, when pupils demonstrate to one another and then evaluate each other's work. Pupils record their work well. Both the class and work sample show they have good standards of presentation. Pupils understand how well they are achieving and what more they need to do to improve further. Older pupils are clear about their personal targets.
31. The progress pupils with special educational needs make in Years 1 to 6 in the majority of subjects is better than expected. Pupils learn well, with constant reinforcement of basic skills. They are well integrated into mainstream classes. Pupils with special educational needs from ethnic backgrounds are well integrated and make the same progress as other pupils. In all lessons pupils are clear about what they are learning. In all lessons pupils take their lead from the teacher and accept prompting and support.

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

32. There is satisfactory provision for the curriculum overall, with good provision in the Foundation Stage, in physical education and in extra-curricular activities. There is very good provision for pupils with special educational needs. However, the provision for design technology for pupils aged 7 to 11 is unsatisfactory. Insufficient opportunity is provided for pupils to develop specific skills. The last inspection found weaknesses in curricular provision. There was unsatisfactory provision for three and four year old children. Some schemes of work were not in place and the topic cycle for pupils aged 7 to 11 was in need of review. There were weaknesses in the school development plan. The school has satisfactorily addressed all these issues. Provision for nursery children is good. Schemes of work are in place for all subjects and are being reviewed on a regular basis. The topic cycle has been reviewed. There has been a training day to discuss the school development plan that involved teachers, teaching assistants and governors. The school meets all the statutory curricular requirements, including satisfactory provision for religious education. The school was awarded the DfEE's (Department of Education and Employment). Achievement Award in April this year.

33. The provision for children in the Foundation Stage is good. Children experience a range of appropriate activities that cover the six areas of learning. Emphasis is placed on children enjoying their work.
34. This is a socially inclusive school. All pupils benefit equally from the curricular provision. Additional support is available for particular groups of pupils according to their need. Pupils with English as an additional language are well supported. Pupils have full access to the curriculum, the majority of support being in the classroom.
35. The special educational needs co-ordinator and teaching assistants promote inclusion through their effective operation of the school's policy of integration and have established a caring ethos. By these means pupils make good progress in lessons with their peers. All pupils have equal access to the curriculum. The withdrawal of pupils in Years 1 to 6 for parts of lessons provides effective accelerated learning for literacy. Information and communication technology is available to pupils in the computer suite in lesson times, but not for work after school or during lunchtimes or break. The structure of lessons allows teachers to highlight good practice.
36. The National Literacy Strategy and the National Numeracy Strategy are fully in place. There is satisfactory support for specific pupils in particular year groups. Booster clubs in literacy and numeracy are available for Year 6 pupils.
37. Good provision for extra-curricular activities enable pupils to develop their skills in a range of activities. There is a variety of clubs, including chess, recorders, pet club, art and needlework. There are many sporting opportunities, including football, rugby and dance. School visits have included museums, art galleries and visits to study the local area.
38. The provision for personal, social and health education is satisfactory. Circle time is used as a means of delivering this curriculum and the work covers citizenship and a programme entitled "You Can Do It". This scheme is designed to build pupils' confidence and also involves discussions about their behaviour. Drug education is taught as part of personal, social and health education. Sex education is taught within the science curriculum and more explicitly with pupils in Year 6, with the consent of their parents. The school has gained the intermediate award of the Healthy Schools' Initiative.
39. There are satisfactory links with the community. The Road Safety Awareness Team has visited the school. Local sporting clubs have been involved with school sporting activities, including Southend Rugby Club, the Trojans Cricket Club and Southend United Community Liaison Team. Guest speakers have attended assemblies, including a Christian group and members of the local synagogue and mosque.
40. The school has satisfactory arrangements with the local secondary schools. Transfer to these schools runs smoothly. This is due to the contact that the school has with the pupils' future teachers and the opportunity that older pupils are given to visit their chosen secondary school.
41. The provision for the spiritual, moral, social and cultural development of all pupils is good overall. This is the same finding as at the last inspection and has been maintained. Acts of collective worship and religious education make a good contribution to pupils' spiritual development providing opportunities for pupils to reflect on stories and their meaning. Pupils are interested in values, beliefs and religion but are sometimes passive rather than actively exploring their own beliefs and values. There are good displays that draw pupils' attention to the different beliefs

and values of the world's main religions. Opportunities are made to promote spiritual development in other areas of the curriculum, for example, in listening to music, in Year 6 and in a Year 2 class, pupils speaking about Islam in the home, growing plants in science and work in literacy.

42. The provision for the development of pupils' moral and social understanding is very good and successfully promoted by such means as classroom rules, acts of collective worship, both whole school and class assemblies, and through constructive discussions of incidents of right and wrong behaviour. Good and caring behaviour is praised and merit points are awarded for this and for good working attitudes. Pupils in the school council take some responsibility for collecting dinner monies and returning the lunch boxes to the classrooms at the end of the lunchtime. Pupils are developing a good understanding of moral citizenship. During lessons pupils support the contributions of others, they encourage and assist each other, working together well. Teachers make good role models for pupils in the way they interact with everyone, pupils and visitors, as well as other adults and colleagues working in the school.
43. The provision for pupils' cultural development is satisfactory. It is clear from the displays around the school that pupils learn about the world religions but do not explore the traditions in the same depth as they learn about this country's customs. The school had an African drummer who visited and played rhythmic patterns with classes at a time and a visit from an American choir performing a variety of songs. However, there is insufficient highlighting of the cultural diversity of Britain, and limited celebration of the cultural backgrounds of some of the pupils. Opportunities through an extended range of art, music, dance and poetry from other cultural traditions are not used fully to develop pupils' understanding and growth. The school is aware that a greater development of multi-cultural awareness and understanding is needed to ensure that this becomes an intrinsic element of the school's work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school cares well for its pupils as it did at the last inspection, and the assessment procedures reported previously still continue although development of better procedures is in hand.
45. This is a happy school where pupils feel at ease. There is good supervision at break times and before and after school. All the usual safety requirements are in place and effective. Regular safety inspections are carried out, recorded and progressed. There are two trained first-aiders. Welfare provision is good, with especial notice being taken of children who are in the care of others than their parents. Healthy living is promoted and the school has gained an award for this. Children with medical problems, such as nut allergies, are well known and teachers are trained in their care.
46. The designated person for child protection is the acting headteacher who has been trained, is familiar with local procedures and has contacts with all necessary agencies. All staff have been trained on the warning signs of abuse but training on what to do if a child starts to divulge details of abuse is yet to be delivered.
47. There are good procedures for promoting attendance. There is very strong collaboration with the education welfare officer who attends school fortnightly, knows well the pupils with poor attendance levels and makes a point of talking to them on her visits. The school contacts parents on the first day of absence if no notification has been received, and sends letters home to find out reasons for absence. These

procedures are expected to have more impact on attendance following the resolution of a difficult problem, referred to earlier.

48. There are very good procedures for promoting good behaviour. It is inherent in the ethos of the school where calm, politeness and good humour are part of the natural order of things. Adults are good role models; they are very good at praising the positive and dealing sensitively with the negative. The system of rewards and sanctions is uniformly applied. Midday assistants have been trained in behaviour management and are effective. Oppressive behaviour is tackled in assemblies and circle time and through drama. On the rare occasions where pupils are suspected of bullying, they are very closely observed. If bullying is reported, swift and effective action is taken. During the inspection a mild case of racism had occurred and the topic for circle time [a discussion session where everyone has a chance to make a contribution in a controlled setting] was immediately changed to tolerance of others.
49. Assessment procedures are satisfactory overall, being good for the youngest pupils and all pupils with special educational needs. Efficient assessments are made of children entering the nursery and reception classes. Tests of pupils' progress are made at the end of each school year for pupils aged seven and above and these are assessed against National Curriculum levels. As yet there is no efficient way of tracking the progress of pupils through the school but a computer program to do this is currently being installed. This will enable the more effective identification of under-achievers and others who need extra help. The main use of assessment information to adjust what is taught is that taken by individual teachers as they check the progress of their class. It is well used for deciding the level of need for pupils with special educational needs and for putting pupils into sets based on ability. Portfolios of pupils' work are maintained right through their time at school, and these are assessed against National Curriculum levels.
50. Children are well known by their class teachers. Teachers talk very knowledgeably about their pupils and provide very good support and advice about their personal development. Pupils are able to discuss personal problems with staff and know they will receive a sympathetic hearing.
51. The needs of pupils with special educational needs across a range of learning, behaviour, social, medical and physical needs are understood and identified appropriately. Annual and termly reviews for pupils are carried out as required, involving meetings with parents. In lessons, teaching assistants and class teachers keep regular records of any significant progress by pupils, to inform individual education plans (IEPs) and future target setting. In religious education, in the sample of work seen of pupils with special educational needs in Years 3 to 6, written tasks were regularly left unfinished; this is inappropriate. The school will wish to review and promote constant short-term gains and positive feedback to pupils. Good practice was seen in a Year 1 class list where pupils' needs were identified as being met by the class teacher without the need for additional interventions.
52. The special educational needs register contains appropriate information about the needs of pupils but not their ethnicity, reading ages, National Curriculum levels or attendance. The inclusion of information about when pupils were identified under the Code of Practice, the dates of reviews and their outcomes, and any changes in the level of intervention, is excellent and clearly set out. Individual education plans provide concise and helpful profiles of pupils' needs and clear targets to help all staff plan effectively. They include success criteria for changing targets and plans are in hand to include the parents' and pupils' views. The special needs co-ordinator tracks pupils'

progress and achievement over time, and this will benefit from new office software. The co-ordinator monitors provision and progress very well and this results in the movement of pupils up and down the stages on the register of special educational needs. The school has addressed the last audit. Pupils are aware of their targets that are put in pupils' books for literacy and numeracy.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. There is a very good partnership with parents, a substantial improvement over the last inspection. Parents are very pleased with the school. There was a large increase in the number of questionnaires returned at this inspection and the percentage of adverse comments dropped from ten to six. Parents felt that teaching, behaviour and progress made are good, that the school is approachable, keeps them informed about progress and works closely with them and that it helps their children to be responsible, expects them to work hard and is well led and managed. One fifth of parents responding to the questionnaire felt that homework was inadequate and the inspection team found some inconsistencies. One eighth of parents felt that activities outside lessons were insufficient, but the inspection team were impressed by the number of opportunities offered and cannot support this criticism.
54. The school's written and verbal communications with parents are very good. The prospectus and the annual report are clear and cover all the essential points but the annual report could do more to promote the school. Pupils' annual reports are clearly written, contain well-expressed and helpful information about achievements and give good targets for development but have no information on attainment levels other than those for statutory tests. There are three open evenings when parents come to talk about their children's progress. There are occasional meetings about curriculum matters. There has been a session on how to help your child to read and one is planned on behaviour management. Parents are consulted about their views through questionnaires. A foundation stage toy library is about to be started being part-resourced through a pupil winning a national design competition. The local librarian visits the school at the end of the summer term to encourage the pupils to use their library during the holidays.
55. Parents are consulted regularly and take part in termly and annual reviews. Where parents do not attend for reviews they are contacted by letter and may be contacted through Parent Partnership arrangements. The Educational Psychologist has arranged to meet with parents after school to talk about what is involved in this role, in order to raise awareness. The school is supporting this through the provision of different age crèche facilities.
56. Parents help with road safety training, in-class reading, talk to classes about their experiences, help prepare resources, take part in the preparations for plays and productions, help with football and other sports and look after flowerbeds and the fish pond. Governors, staff and parents run the Guy Fawkes bonfire night and procession that attracts an audience of 800 and makes £1000 for school funds. There is a strong and enthusiastic parent association that is well supported by the headteacher and staff. It holds a summer fair, discos, fashion shows and sells Christmas cards, making about £2000 every year for the purchase of items for the children and the school. This is very good support for the school.
57. The support is good at home because most parents help with reading and other tasks. However this support could be more widespread and not all parents support the school's attempts to achieve high attendance.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The overall leadership and management of the acting headteacher and the temporary management team are very good. Since the long-term illness of the headteacher the acting headteacher has been in a care-taking role but recently he has become more proactive. A new headteacher has been appointed for September 2002. Currently, there is no deputy headteacher but an expanded temporary senior management team of three. Staffing has been reorganised and several supply staff appointed to cover teaching commitments. Since the last inspection the school has been directly affected by significant staff turnover particularly in the last two years with over 50 per cent of staff being new to the school in the infants and some 67 per cent new in the juniors. Significant pupil mobility continues to be a concern. Development has not been helped by these circumstances. Staff turnover is managed effectively, and the school is now in a more stable condition. The rising school roll is leading to a lack of space. Despite these factors in April 2002 the school received an achievement award from the DfEEs (Department of Education and Employment).
59. The acting headteacher has a clear commitment and high expectations. He is very clear about priorities and has analysed the strengths and weaknesses in the school's performance. He has rightly focused on raising standards and improving teaching and learning and has built on the existing good systems and processes. He has done much to ensure that teachers and governors are now informed by relevant information and data analysis, enabling them all to work closely together towards improvement. This commitment to improve is shared by the positive nature of staff and is evident in their teamwork. Although levels of attainment fluctuate the school trend is upward. The school improvement plan places a good emphasis on raising standards for all pupils. It is an effective, cohesive and detailed working document. All school documentation is of a very good standard. The school's aims successfully underpin the work of the school
60. The delegation of work to staff with management responsibilities and the process of change have been slowed down by previous staffing difficulties. There has been a large reallocation of many areas of temporary responsibility due to staff turnover and some temporary staff. The role of co-ordinators continues to be developed. Co-ordinators are clear about their role. They have received training on their responsibilities and data analysis. Some are less experienced as co-ordinators whilst others are well established but they are all aware of the need to raise standards. Most co-ordinators have audited resources, reviewed schemes of work and collated planning to inform coverage of their subject. They have appropriate subject action plans that identify development priorities. Progress has been made in the monitoring of standards, the development of teaching and learning and the curriculum. The acting headteacher has built upon the arrangements for personal development of staff, contributing both to the development of their careers and to the needs of the school. Good arrangements are in place that link training to performance management. A regular cycle of lesson observations is ongoing and outcomes are reported back and acted upon. Teachers joining the school, newly qualified or part-time teachers, are given good support.
61. The virtually new but very professional governing body fulfils its statutory responsibilities well. Governors have a good working relationship with the acting headteacher. They continue to be very supportive and helpful through what has been a difficult time. They have a good understanding of the strengths and weaknesses of the school. The various committees are working effectively and overall governors' contribution to management is good. They are critical friends to the school. It is

intended that one governor per year undertake a BTEC awarded training certificate; this is commendable. Governors have curriculum areas of responsibility and visit the school termly. They are involved in shaping the direction of the school, for example, eight governors attended a staff development day focusing on the school improvement and development plans. The Chair of Governors discharges her role most effectively.

62. The school has a commitment to policies and practices that promote educational inclusion of all pupils in the opportunities that it provides. There is no formal policy but there is an inclusive ethos, where every child is valued and cared. Equality of opportunity is reflected centrally in the school's aims, its objectives, its curriculum and its compliance with relevant legislation.
63. The school provides very good learning support and opportunities for pupils with special educational needs. Leadership and management are very good. The Governing Body is fully informed of the policy for special educational needs. The link governor is experienced and takes the responsibility for entitlement of pupils with special educational needs seriously. The co-ordinator has ensured the new code of practice is in place. Relevant information and data is used carefully to identify pupils' needs on entry. As they progress through the school, appropriate tests, teacher assessments and outside and LEA agencies are used. Transition arrangements to the local high school are informed by cluster meetings, visits of pupils to the high school, and the passing on of records. Liaison is good and allows extra visits or the attendance of the high school co-ordinator at reviews where necessary. Monitoring of pupils through reviews and feedback from class teachers and teaching assistants is very good. Annual reviews of pupils with statements of special educational needs are taking place in accordance with the code of practice. The school has regular visits from the educational psychologist and also makes appropriate use of local authority services. Teaching assistants fulfil their responsibilities very well. Teaching on an individual or group withdrawal basis is effective, and teachers and teaching assistants relate well to the pupils and provide good role models. This works well to support pupils within an inclusive ethos. The handbook reflects current policy and practice and is to be reviewed this year.
64. The leadership and management of support for pupils with English as an additional language are good. There is a register of pupils, and monitoring, effective record keeping about pupils and planning is based on good advice and practice. All classes identify and provide for pupils for whom English is an additional language. The school has secure evidence that targeted pupils make good progress particularly from Years 5 to 6. Procedures to identify gifted and talented pupils are not yet formalised.
65. This is an improving school and since the last inspection improvement is good. This is reflected in standards, teaching, learning, and in the quality of the educational experience for Early Years children. The acting headteacher has given specific attention to the key issues of the last inspection. The school now uses Curriculum Guidance 2000 and supplementary schemes of work to build on pupils' knowledge skills and understanding. The school is supporting and monitoring the transition of pupils from Years 2 to 3. Teacher expertise is improved in history, information and communication technology and physical education. Training sessions have taken place for dance and the school has enrolled in a sports programme, allowing for games skills training for staff. Design and technology has not been a priority and the issues highlighted in the last report remain, therefore, improvement in design and technology is unsatisfactory. The school is aware of this and although the newly appointed co-ordinator has good plans to action the issues there has been insufficient time for them to impact. The role of key stage co-ordinators continues to

develop especially as they form the temporary senior management team. The provision for Early Years is well managed and well resourced and reflects national recommendations regarding the quality of educational experience offered to 3-4 year olds.

66. The school is well focused on school improvement and self-review. National and local performance data is carefully collated, analysed, evaluated and used. The action taken to meet the school's targets is good. Targets have been set and this collated information provides a good basis for informing teaching, learning and for raising standards. Led by the acting headteacher and governing body, management is targeting effective and practical methods to raise pupils' achievement and improve the quality of teaching, learning and the curriculum. The shared commitment to improvement and the capacity to succeed further are good.

Staffing

67. The number of teaching staff, including several part-time teachers, is good. Their qualifications and experience enable them to meet the requirements of the National Curriculum. The number of teaching assistants and administrative staff is good. The school budget and additional funding provides for a part-time special needs co-ordinator post and fifteen part-time teaching assistants to provide special needs support as part of their responsibilities. Teaching assistants are well deployed and are a valuable and positive strength in raising pupils' standards and learning. They are fully involved and are encouraged to undertake appropriate professional development. The administrative staff who are highly efficient and effective ensure that the day-to-day organisation of the school runs smoothly. Although the staffing situation is now improved it has inevitably impacted on the school's work. Teaching is monitored by the acting headteacher and temporary senior management team but, as yet, does not involve all subject co-ordinators. In some cases the co-ordinators themselves are at an early stage of development. Professional development and training needs are identified and good opportunities for training are provided, including training for overseas staff. A good programme of support for teachers new to the school is in place. Staff work extremely effectively together. They are responsive to change and there is very much a shared commitment to improve and to support pupils in all aspects of their development.

Accommodation

68. The accommodation is adequate to meet the requirements of the National Curriculum although some aspects of it are unsatisfactory. The outdoor play area for nursery children is satisfactory and it is safe and secure. However, the outdoor accommodation for reception children is unsatisfactory. Plans to rectify this have had to be deferred until circumstances beyond the school's control are resolved. There is no fenced area and occasionally children are working outside whilst older pupils are playing. Although the toilet provision in the nursery is satisfactory, it is unsatisfactory in the reception classes. There are only three toilets to be shared by 57 children. This causes particular problems before lunch when all the children go to the toilet and wash their hands. To make matters worse, all the washbasins are inside the toilet cubicles. As a result, this causes a delay at the end of the morning session. Teachers have to allow extra time to ensure that all health and safety procedures required for children are met. The toilet provision for adults is insufficient as there are only two toilets for more than 30 adults working at the school. Access to other classrooms and parts of the school are often only possible through the hall. During many of the observed physical education lessons there were constant interruptions by both adults and pupils. These interruptions are a potential health and safety issue.

On one occasion a physical education lesson, was interrupted by pupils returning from playtime. This is an issue due to the layout, and plan of the school. Ventilation in the information and communication technology suite is insufficient in hot weather.

69. The library, although small is just functional but it is not attractively presented. Some of the shelving is too high for pupils to access books. The special needs co-ordinator uses the school library for administration and resources, which is not ideal for confidentiality or providing a social base for adults or pupils involved in special needs. It also restricts the use of the library by both pupils and teachers. The administrative office remains small and the school has no other areas that can be used for first aid or for confidential meetings with parents or agencies. The school has good plans in hand to address some of these concerns when the next building phase gets underway. The school has a multi-purpose gymnasium/assembly/ dining hall, store areas, information and communication technology suite, office, staff room and kitchen. There is a good ongoing programme of refurbishment. The school is well maintained and cleaned to a good standard, with some informative and interesting displays. Outside there are very attractive, extensive grounds and grassed areas. The parent teacher association with the school has been very active in providing an excellent adventure trail and play area with decking. The information and communication technology suite is accessible and is timetabled for use throughout the school. Modification of the building has improved current provision considerably since the previous inspection. Physical access for pupils who use wheelchairs is good.

Resources

70. The school is adequately resourced overall. Resources are used well and contribute positively to pupils' learning. The resources in both the nursery and reception classes are good. Although resources in the library have been increased there is still a lack of challenging fiction books for more advanced readers. Resources in the library have been reviewed and the school recognises the need to replenish stock. Resources are good in art, geography and music. Plans are in hand to increase the range and number of artefacts in history. In other areas they are satisfactory with the exception of design and technology where there are shortages. The school has plans to increase these resources. Resources for pupils with special educational needs are satisfactory and at present, there are no pupils who need specialist equipment in lessons. Resources are well managed, well stored and accessible. The school has good support materials to help teachers and teaching assistants meet pupils' needs. The school makes good use of outside resources, for example, the local places of worship and the local area, museums, galleries and visitors and parents.

Efficiency

71. Educational priorities are well supported by the school's meticulous financial planning. The acting headteacher and the governors manage and monitor the school's finance closely. The school allocates funds effectively to meet its priorities. They have created a healthy surplus for future developments. This has arisen because of the uncertainty created by the illness of the former headteacher and the desirability of waiting for the arrival of her replacement before firming up spending plans. Another reason for delay is the local education authority's decision to build six additional classroom units at the school. It would be beneficial to plan both improvements at the same time. The school intends to spend its surplus on enlarging the hall and playground and improving other features of the school. The specific grant is used for the specified purpose and funding for special educational need is carefully monitored and evaluated to ensure that pupils receive the extra provision and adult help that is required. The day-to-day financial control and administration

are efficient and the office is a welcoming point of contact for visitors. Priorities for development are well represented in the school budget.

72. The principles of best value are satisfactorily applied. Options for expenditure are challenged and evaluated, particularly in the budgeting process and in drawing up the development plan, in which staff and governors all have an opportunity to put their views. An example of this process is the school's decision to do its own banking. Competitive quotations are sought on a routine basis, a good example being the adventure trail where quotations varied considerably. Comparisons are made. For instance, the school visited several information and communication technology suites before designing its own. The views of pupils are actively sought through the school council. Questionnaires have been completed by governors staff, parents and pupils to obtain their views on issues. The school makes satisfactory use of new technology for financial management and administration.
73. Taking into account the low standards achieved in 2001, the overall good teaching and learning, the satisfactory curriculum and very good provision in the nursery and reception classes, very good behaviour of pupils and very good leadership by the acting headteacher and temporary senior management team, the good structures and systems, the school currently provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to raise further the standards of work and the quality of education provided, the governors, headteacher and senior managers should:

(1) Increase the numbers of pupils who achieve the higher Levels 3 and 5 in English, mathematics and science by:

- building on existing good lesson planning, teacher practices and skills in order to challenge them sufficiently;
- building on pupils' knowledge, understanding and skills and ensuring progression in all lessons and in all subjects;
- building on the existing systems for marking and ongoing assessment and use consistently across all year groups.

(Paragraphs 2, 3, 5, 10, 14, 24, 87, 88, 95, 104).

(2) Improve standards in design and technology in the juniors by;

- ensuring that the basic skills of design, make and evaluation are taught;
- building on the existing schemes of work to support and guide teaching, and build on pupils' knowledge, skills and understanding;
- addressing the shortages in resources for the subject.

(Paragraphs 10, 32, 116, 118).

(3) Improve the authorised attendance levels by;

- consolidating the good practices in place to monitor attendance;
- ensuring that all parents are fully aware of how important it is that their children attend school.

(Paragraph 21).

- Address the unsatisfactory aspects of the accommodation by;
- increasing the toilet provision for both reception children and adults and providing adequate hygiene arrangements;
- improving the toilet provision for all pupils;
- improving the outdoor learning area for reception children once major works are resolved;
- reviewing the timetabling arrangements for physical education in the hall;
- reducing the amount of disruption caused by access through the hall whilst lessons are ongoing and thereby reducing potential health and safety risks in physical education;
- reviewing and addressing the constraints of the building and outdoor provision due to increased pupils numbers;
- improving the ventilation in the information and communication technology suite;
- providing a first aid area and space for confidential meetings;
- improving the appearance, accessibility and resources in the library.

(Paragraphs 68, 69, 86, 135, 148).

In addition the governors should address the following minor weakness

Develop the role of subject co-ordinators.

The school has already identified the above key issues and has good strategies in place that are already beginning to impact on and address the concerns raised.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	24	39	14	0	0	0
Percentage	3	30	49	18	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.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	305
Number of full-time pupils known to be eligible for free school meals	0	60

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	32(15)	17(12)	49 (27)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23 (12)	23 (12)	27 (13)
	Girls	12 (12)	13 (12)	13 (12)
	Total	35 (24)	36 (24)	40 (25)
Percentage of pupils at NC level 2 or above	School	71 (89)	73 (89)	82 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23 (12)	27 (12)	23 (12)
	Girls	14 (12)	14 (12)	12 (12)
	Total	37 (24)	41 (24)	35 (24)
Percentage of pupils at NC level 2 or above	School	76 (89)	84 (89)	71 (89)
	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	24(16)	14(13)	38(29)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14 (7)	13 (12)	18 (14)
	Girls	11 (11)	5 (9)	11 (12)
	Total	25 (18)	18 (21)	29 (26)
Percentage of pupils at NC level 4 or above	School	66 (62)	47 (72)	76 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14 (9)	14(15)	16(14)
	Girls	10 (10)	5 (11)	11(10)
	Total	24 (19)	19 (26)	27(24)
Percentage of pupils at NC level 4 or above	School	63 (72)	51(83)	73 (90)
	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	3
Black – African heritage	7
Black – other	0
Indian	1
Pakistani	2
Bangladeshi	10
Chinese	0
White	281
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.1
Number of pupils per qualified teacher	30.2:1
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	318

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25.0:1
Total number of education support staff	1
Total aggregate hours worked per week	325
Number of pupils per FTE adult	12.5:1

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	800,682
Total expenditure	758,095
Expenditure per pupil	2,149
Balance brought forward from previous year	70,155
Balance carried forward to next year	90,082

Recruitment of teachers

Number of teachers who left the school during the last two years	6.9
Number of teachers appointed to the school during the last two years	6.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	370
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	1	1	0
My child is making good progress in school.	52	44	5	0	0
Behaviour in the school is good.	30	60	5	2	3
My child gets the right amount of work to do at home.	29	49	12	10	1
The teaching is good.	52	44	1	1	2
I am kept well informed about how my child is getting on.	50	41	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	31	0	0	1
The school expects my child to work hard and achieve his or her best.	67	27	5	0	1
The school works closely with parents.	41	51	3	1	3
The school is well led and managed.	50	38	5	2	6
The school is helping my child become mature and responsible.	51	43	3	1	1
The school provides an interesting range of activities outside lessons.	45	40	12	1	2

Other issues raised by parents

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

76. The provision for children in the Foundation Stage is good. There is a nursery and two reception classes. Children are admitted to the school in the term in which they become five years of age. At the time of the inspection there were 51 children attending the nursery part-time and 57 children in the reception classes.
77. Attainment on entry to the nursery is broadly average. During their time in the nursery, children experience a wide range of appropriate activities. These enable them to make secure progress and to increase in confidence. The transition to the reception classes is well handled and as a result children quickly settle down. By the end of the reception year the majority of children are likely to achieve the early learning goals in the six areas of learning. A few children will already have begun working in the early stages of the National Curriculum. The progress of children with special educational needs and those with English as an additional language is satisfactory. The progress of higher-attaining children is good.
78. Procedures for assessing children when they enter the nursery and reception classes are good. Teachers are aware of the “stepping stones” which lead to the early learning goals. Both teachers and other adults in the classroom keep detailed records of children. These procedures ensure that the progress of each child is closely monitored. The quality of teaching in the Foundation Stage is good. Work is very well planned and tasks are carefully matched to each child’s level of ability. Very good use is made of other adults to support children’s learning throughout the day. These adults make a valuable contribution to the work of the nursery and reception classes. All adults place a good emphasis on children enjoying their learning. There are very good liaison arrangements for parents, both before and after their child begins school. The Foundation Stage co-ordinator provides good leadership. She monitors teachers’ planning and observes the work in the classrooms. She has a clear overview of the way the provision is to develop.
79. The last inspection found many areas of weakness in provision, in particular for children aged three and four years. The provision in the nursery is now good. Teaching was found to be unsatisfactory in the last inspection, with under-developed assessment procedures and the curriculum was not sufficiently planned to meet the needs of all children. The school has successfully addressed all these issues. Improvement since the last inspection is good.

Personal, social and emotional development

80. The majority of children are likely to achieve the early learning goals for personal, social and emotional development by the end of the reception year. Children quickly settle into the routines of the nursery and feel secure. By the time they enter the reception classes many children know how to play well together, to take turns sensibly and to share resources. They show a good awareness of each other’s needs and have good relationships with both teachers and other adults in the classrooms. Children know about the classroom rules and they are always well-behaved. Teaching is good. Appropriate opportunities are provided for children to talk about themselves in a secure environment. This enables children to feel confident in the classroom, playground and around the school.

Communication, language and literacy

81. By the end of the reception year most children are likely to achieve the early learning goals for speaking and listening and reading and writing. Children answer questions well in the nursery and by the time they are in the reception classes they show increased confidence in expressing their ideas. Children are attentive listeners. They enjoy listening to stories and reception children listen well in school assemblies. Nursery children look at books and talk well about the pictures. By the time they are in the reception classes many can read simple words and can begin to understand the meaning of the text. There are a few children who can read a simple story fluently and can talk about the different characters. Children's writing skills are developing satisfactorily, although there are a few children whose work is less secure. Most children can write their name unaided and begin to write simple words, showing correct letter shapes. A few children can spell many simple words correctly and other children gain confidence by sounding out words to help them. Handwriting skills show satisfactory development. This was evident in a lesson when a group of pupils wrote their own greetings cards. The children knew exactly what they wanted to say and as a result, much of the writing was fluent. However, there are some children whose writing skills are less well developed. Teaching is good and children's learning is supported well by other adults. Lessons are well planned and detailed marking of work ensures that an individual child's progress is closely monitored. Very occasionally, insufficient opportunity is provided for individual children to talk about their work in front of the class. Children's previous assessment results highlighted a weakness in their knowledge and understanding of different sound patterns. Teachers now have good procedures in place to ensure that these skills are developed.

Mathematical development

82. By the end of the reception year most children are likely to achieve the early learning goals in mathematical development. Children can count to ten, with many showing a good awareness of numbers beyond ten. They know different shapes and compare objects using simple mathematical terms, such as longer than and shorter than. They begin to show confidence when recording their work. They understand the use of money and begin to count coins. Teaching is good, overall. Very occasionally, there is a slower pace to the beginning of lessons. Effective use is made of a range of resources and opportunity is given to ensure that children's mathematical skills are developed in other areas of the curriculum. For example, teachers use counting songs and nursery rhymes and provide further opportunities during registration time. All these help to reinforce children's learning and to increase their understanding.

Knowledge and understanding of the world

83. By the end of the reception year most children are likely to achieve the early learning goals in knowledge and understanding of the world. Children know about some of the different animals in the world. They understand which ones belong to a zoo and which ones are pets. They show a satisfactory knowledge of where some of the animals live and talk about a horse's stable and a rabbit's hutch. In a lesson, a group of children identified animals that had fur and those that had feathers. They made their own animal home and understood why the home had to be the right size and shape for the animal. Children know the difference between past and present. They look at pictures of themselves as babies and compare these with how they look now. They understand how to keep themselves clean and the need to look after their teeth. They talk about different celebrations, such as birthdays and christenings. They know how a mouse works for a computer and use simple computer programs to assist their learning. Teaching is good. A range of appropriate activities allows children to develop their

understanding of the world in which they live. Effective classroom displays are used well to enhance the provision.

Physical development

84. By the end of the reception year most children are likely to achieve the early learning goals for their physical development. Children in the nursery use their bodies well to climb safely on the apparatus in the playground. In a lesson, reception class children moved their bodies well in different directions, showing a good use of space. They throw and catch balls to practise hand and eye co-ordination. Children handle small tools with care and use play dough well to make different shapes. Teaching is good. Clear instructions at the beginning of lessons ensure that children know exactly what they have to do. Appropriate care is taken to ensure children's safety. Improving the outdoor learning area for reception children is rightly a school priority.

Creative development

85. By the end of the reception year most children are likely to achieve the early learning goals in creative development. Nursery children enjoy painting and use different coloured paints well. Reception children select and use different paints and materials to make interesting pictures. In the role play area they pretend to prepare for a party or to be working at a "vets". They show a good use of imagination when talking about what they are doing. Children enjoy singing, both in the classroom and in assemblies. They show a good memory for the words of simple songs and join in the actions well. Teachers enable children to develop their creative skills through careful preparation and effective use of resources. As a result of good teaching, children make good progress in their learning. Other adults in the classroom support children well in all aspects of creative work.
86. The resources in both the nursery and reception classes are good. They are readily available for children to use. The outdoor play area for nursery children is satisfactory and is safe and secure. However, the outdoor accommodation for reception children is unsatisfactory. The school is fully aware of this and plans for improvement have had to be deferred until circumstances beyond their control have been addressed. There is no fenced area and occasionally children are working outside whilst older pupils are playing. Although the toilet provision in the nursery is satisfactory, it is unsatisfactory in the reception classes. There are only three toilets to be shared by 57 children. This causes particular problems before lunch when all the children go to the toilet and wash their hands. To make matters worse, all the washbasins are inside the toilet cubicles. As a result, this causes a delay at the end of the morning session. Teachers have to allow extra time to ensure that all health and safety procedures required for children are met.

ENGLISH

87. The results of the 2001 national tests for seven-year-old pupils showed that the number of pupils reaching the expected level in reading was well below the national average but average when compared with similar schools. In writing the proportion of pupils attaining the expected level was well below the national average but average when compared with similar schools. No pupils achieved the higher Level 3 in the writing tests. Standards in both reading and writing are lower than the previous year's results when they were similar to the national average.

88. In the English tests, at eleven-years-old, the overall achievement was well below the national average. Although pupils' attainment was similar to the expected level the proportion of pupils achieving the higher Level 5 was well below average when compared nationally but in line when compared with similar schools. These results are a slight improvement on the previous year. Girls' attainment was better than boys at both key stages. The well below results for eleven-year-olds was due partially to high pupil turbulence and staffing difficulties. Pupils with special educational needs make good progress in line with their individual targets.
89. In work seen during the inspection the standard of seven-year-old pupils' writing is at the level expected. Pupils' work is well presented and the majority use joined up writing that is well formed. They write in short sentences that are in the correct sequence. They have a clear understanding of punctuation, using full stops and commas and know that sentences and names need to begin with a capital letter. Generally spellings are correct and pupils use their knowledge of phonics to help with unfamiliar words. Incorrectly spelt words are normally recognisable. Some higher attaining pupils have an understanding of speech marks and use descriptive words well. An example of this was a pupil's list of words to describe their 'disgusting drink' using imaginative vocabulary to enliven their work.
90. Pupils' speaking skills are well established. The majority of pupils express themselves clearly and are confident to talk about their work with interest. This was noticeable during plenary sessions when pupils volunteer to talk to the class about their work and do so with confidence and clarity. Those who are reluctant to speak are given encouragement by the teachers and teaching assistants to express their ideas in other situations. Pupils' listening skills are good. They listen carefully to the instructions from the teacher. In a writing lesson the format of the lesson was explained. They all knew what to do and settled to their work quickly with understanding. During circle times, pupils listen carefully to the contributions of others and wait their turn to respond
91. Reading skills are established. Higher attaining pupils read with expression, alter the tone of their voice when reading speech and talk about the books they have read with enthusiasm. Pupils who are less fluent readers have developed sound phonic knowledge through well-focused teaching, and use this understanding with confidence to work out unfamiliar words. Although they recognise a range of words their understanding of the text, however, is not so well established and when asked about the story they have difficulty retelling the main points, naming the main characters or predicting what might happen next. Regular reading is embedded in practise in most year groups and this is helping progress, but the approach is not consistent in Years 3 and 4. Lower attaining pupils make simple errors and do not take into account punctuation in the text and depend on help from adults with high frequency words.
92. The overall attainment of eleven-year-old pupils is at the level expected. The emphasis that the school has placed on the raising of standards in writing is having an impact and there are signs of good improvement since the beginning of the academic year. A particular strength is the presentation of work. Handwriting is neat and joined and, by the time pupils reach Year 6, they have developed their own individual, personal style. Pupils are writing in a range of styles and have an understanding of writing for a particular audience. This was very noticeable in a Year 6 lesson. Here pupils, creating a leaflet about kitchen hygiene, had a clear idea about writing for an intended audience using the appropriate technical language to emphasise issues. Higher attaining pupils' writing is imaginative using complex sentences with lively descriptions. An example of this was in diary entries about the Blitz, using vivid vocabulary to describe their experiences. The majority of pupils have a clear understanding of the use of punctuation but some tend to forget and need reminding. The standard of spelling has

improved and becoming more accurate but there are pupils who are making mistakes with high frequency words. Speaking and listening skills are further developed during the juniors and by the time they reach the upper years pupils are confident to talk on a variety of subjects either on a one to one basis or to a wider audience. Many good examples were seen during the inspection, in particular during plenary sessions. Here pupils spoke with confidence about their work whilst others listened intently, commenting sensibly about the work of others and often spontaneously applauding good work.

93. The overall standard of reading is satisfactory. Higher achieving pupils exceed this level and talk about the books that they have read and their favourite authors with enthusiasm. Average pupils read with understanding and observe punctuation when reading. Their preferred reading is mainly books for information, this particularly applies to boys. These pupils are not enthusiastic about the books they have read and are reluctant to talk about the story and have yet to develop the pleasure of reading. The school is aware of this and have purchased books that will appeal to boys and promote interest. Progress in reading is promoted by regular reading sessions and during the inspection several of these were observed. Although the planning for these sessions is for shared and independent reading this approach is not consistent, lacking a focus for pupils to talk about the books they have read and opportunities for teachers to assess understanding. More confident pupils know how to select books from the library and are aware of the Dewey classification system. Guidelines on how to locate books for those who lack confidence are not clear, lacking a colour code to identify a particular subject. Pupils with special educational needs make good progress with the benefit of additional in-class support and from teaching assistants. Attainment has been maintained since the previous inspection.
94. Pupils' attitude to the subject is very positive. They enjoy the lessons, are eager to participate, contribute well to discussions and are well behaved. They work hard and thoughtfully and tackle tasks with enthusiasm. On the many occasions when they are required to work in groups or pairs they work collaboratively and remain on task. When pupils are working directly with the teacher they are well focused. However, there are occasions when pupils are asked to work independently, their concentration declines and they are not always on task.
95. The overall quality of teaching is good, a proportion very good. No unsatisfactory teaching was observed during the inspection. Teachers have a clear understanding of the literacy strategy and use the time appropriately to ensure that the different elements are well covered. In the best lessons the purpose of the lesson is made clear to the pupils. These lessons start briskly and proceed at a good pace. Learning and progress are better when there are frequent stops during the lesson to share good work, to ascertain progress and re-establish targets. Teachers have very good pupil management skills and, as a consequence, behaviour is good and pupils work with relatively few distractions. The planning of lessons is thorough with tasks to suit the abilities of most of the pupils and well organised. There are however occasions when the planning does not always take into consideration the higher attaining pupils, lacking additional challenging extension tasks. Strengths of the teaching are the focused questioning, the use of the whiteboards giving all the pupils the opportunity to contribute and support of the less confident pupils in developing their speaking skills. On the few occasions when teaching was less effective tasks were not clearly explained resulting in pupils slow to start work. Learning was also slowed when teacher intervention was insufficient when pupils were not on task during the independent sessions. Generally, marking is thorough and is best where teachers make comments on how to improve the progress. Better progress was also apparent when pupils had repeated or extended their work. There are some good examples of

the use of information and communication technology being used to support pupils' learning.

96. The management of the subject is satisfactory. The school was unable to appoint a literacy co-ordinator. An existing member of staff volunteered to support this area temporarily and she has worked very hard to develop literacy within the school. She has only been in post for a short period so as yet some developments are still ongoing. She has a clear vision about the future development of the subject. The recent training and support for colleagues, to assist with the raising standards in writing and boys' attainment, is having a very positive effect. The co-ordinator is working with the local education authority on a writing project. She has put in place a new handwriting policy with agreed letter formation. There is close liaison with the special educational needs co-ordinator (SENCO) to ensure that teacher assistants are supporting pupils in early literacy skills and additional literacy classes. The co-ordinator has observed colleagues' teaching and has discussed observations with them about putting into place best classroom practice. The assessment of the subject is thorough and there are sound procedures in place to track pupils' progress. Analysis of data from national tests and other assessments are used to plan future work and identify strengths and weaknesses. These weaknesses are being addressed with, for example, booster classes for pupils in Year 6. Pupils are given individual literacy targets but this approach is not consistent throughout the school. Homework is set and it contributes positively to pupils' learning. Although resources in the library have been increased there is still a lack of challenging fiction books for the more advanced reader. The use of literacy within subjects varies but is generally satisfactory. There is a focus on language in most subjects using the appropriate technical language in science, art, history, geography and music. The improvement made since the last inspection is good.

MATHEMATICS

97. In the 2001 national tests, the results for pupils aged eleven fell well below the national average and below when compared to similar schools. Results for pupils aged seven were well below the national average for their age group, and the same when compared to similar schools. Standards in mathematics by the age seven and eleven are now in line with national averages. The previous results were due to the fact that many pupils who had started at the school, moved away and others arrived. There was, also, a considerable turn-over of staff. These changes meant that the school was not able to build on the foundations that it had laid. Since the time of the previous inspection, standards in mathematics have remained broadly in line with national averages at both key stages until last year.
98. This year, after much analysis of those results and hard work, it is expected that the end of both key stages results will be showing an improving picture. This improvement is the outcome of good subject management, consistently good planning and good quality teaching, particularly in Years 2 and 6. The school has worked to implement its subject action plan. The trends over time show to be broadly in line with national averages, and are expected to show improvement due to the good quality teaching.
99. By the age of seven pupils use addition and subtraction number bonds at a good pace and challenge when using a 'loop' card game as a warm up activity. In Year 1 pupils describe and classify common 3D shapes according to their properties. They are encouraged to use everyday language to describe direction and movement and to make and continue patterns including using symmetry. In Year 2 pupils use mathematical language to describe direction and movement; they give instructions to

move along a route. This work leads to grid referencing using remote control technology, a Roamer or floor Turtle.

100. By the age of eleven pupils are working well within appropriate levels for their age. By the end of Year 6 pupils are grouped into ability sets. In Years 3 and 4 pupils' starter activity is using mini white boards to record their answers in multiplication. The work moves on to a more detailed task on symmetry, using mirrors. A further development involves the use of the overhead projector to extend the higher attaining pupils while the lower attaining pupils are well supported by the teaching assistant. A Year 5 class begin their lesson with mental and oral work of divisibility by 2,4,5 and 10. The main task is to collect, organise, represent and interpret data in tables and bar line charts. The work is suitably challenging, and the teacher's good use of questioning helps pupils in their learning. Teaching assistants are well deployed and support lower attaining pupils well. The work is adapted to suit the needs of every pupil as the vocabulary develops into axis, frequency and the probability scale. Pupils concentrate to solve a problem by extracting and interpreting data from a bar chart with grouped and discrete data.
101. Pupils' attitudes to mathematics are good. All pupils greatly enjoy the lesson and are disappointed when the lunchtime comes. Most are learning well.
102. The quality of teaching is good, sometimes very good, with examples of very lively teaching towards the end of Years 2 and 6, which enthuse the pupils. Teachers present challenge in mathematical language and encourage the same in response. The concluding exercise is a fun activity where the teacher has briefed a few pupils to make incorrect statements. Teachers' planning is good and they plan together in year groups. Work is taught clearly, step by step, so that progression occurs within the taught period. Pupils are challenged and work to achieve their set targets. They are assessed each term so that they have good knowledge of their progress. Pupils are responsive and work hard in all ability sets because teachers manage lessons well. When pupils go to the front of the class, to challenge the class on a true or false basis, they are clearly able to justify whether it is correct or not. They are comparing distributions, using the range, mode and median. They are interpreting and justifying statements and probabilities accurately.
103. The leadership and management of the subject are good. The National Numeracy Strategy has been fully implemented and teachers spend the right length of time on each component. There are two leading mathematics teachers, one in each key stage, who share their expertise with their colleagues and demonstrate their skills to help teachers from other schools in the local education authority. The acting headteacher has assessed and analysed the needs in the subject to which all staff have responded and implemented strategies. Teachers and learning support staff have worked together to improve the teaching and learning. The subject is resourced so that whiteboards, number squares, grids and other apparatus are available. Classroom displays support the learning and there is a good and purposeful atmosphere.

SCIENCE

104. The 2001 national tests and teacher assessments indicated that standards were below average. Standards in science by the age seven and eleven are now in line with national averages. The improvement in standards is due to the consistent and very good teaching at the end of both Years 2 and 6; the regular use of a scheme of work; and a high quantity of well presented work from the pupils. There has been considerable improvement since the last inspection when standards in science were well below average for both infants and juniors. By the age of seven, almost all pupils

are achieving the expected level in science. However, the number of pupils achieving the higher level could be improved. By age eleven, pupils have made good progress and a higher proportion are achieving at the national average and an improved number achieving the higher level. There are no significant differences between the attainment of boys and girls.

105. By the age of seven, pupils know and understand the differences between a variety of animals, birds and insects identifying their environments and why they choose them. They are exploring the requirements for healthy growth in both plants and humans. Pupils have investigated different materials, describing the properties of plastic, wood, metal and glass. In addition, they recognise how materials can change when heated and cooled. Pupils have a sound understanding of why a complete circuit is required to light a bulb or make a buzzer work. They know about the dangers of using electricity. Pupils know about the different sources of light including the effect of the sun, experimenting with reflections and how sound changes as it travels further away from its source. There is good coverage of all aspects of the National Curriculum at this stage. However, pupils have less experience and understanding of how to set up investigations and experiments and to recognise when a test or comparison is fair.
106. By the age of eleven, pupils continue to cover most aspects of the curriculum in detail. They have very good standards of presentation of their recorded work. As with the younger pupils, they have less knowledge and confidence in collecting evidence and setting up fair tests, making comparisons and measuring the effect of changing one factor in the experiment. Pupils know about the life processes of animals, plants and humans. They are aware of the need for healthy growth and the contributing factors. The effects of humans' actions on the environment are understood including the responsibilities of the local council and links to planning regulations. Pupils know how different materials are good conductors of heat or insulators. The physical processes of electricity, forces, light, sound and major planets are all studied. Pupils know about the use and dangers of electricity, the power of electro-magnets, the nature of pendulums, how light and sound travels and the functions of the human eye compared with a camera. In addition, pupils understand the nature of the sun, moon and earth and how they move, including the study of shadows. Pupils with special educational needs make similar good progress to other pupils. On display there are some examples of information and communication technology being used positively to enhance pupils' learning.
107. Pupils' attitudes to science are very positive. They show consistently high levels of interest and enthusiasm especially when involved in answering questions, as in a lesson in Year 2 when studying the characteristics of animal homes. Pupils are very confident when presenting their own ideas and explanations to the rest of the class as in a Year 6 lesson on kitchen hygiene. Pupils use their good sense of humour to explain why they wear an apron, rubber gloves and used disinfectant spray to combat cross-contamination in the kitchen. Pupils are always well behaved in lessons, listening attentively to all explanations of both scientific knowledge and instructions from their teachers. In addition, they show good cooperative skills when discussing how to organise the tasks of observation and enquiry. For example, a Year 6 class devised their own "plant key" chart in pairs which involved a considerable amount of scientific argument and experimentation. This challenging task was completed successfully, with pupils achieving a very high level of presentation in their recorded work.

108. The quality of teaching is very good overall. This is a marked improvement since the last inspection. There is a consistently high standard of teaching for pupils aged seven and eleven which has a positive influence on the progress of all pupils. Teachers have:
- very good subject knowledge which encourages pupils to use correct scientific language;
 - very detailed curriculum planning identifying learning objectives which are shared with pupils, this encourages pupils to make progress in their lessons and to maintain concentration;
 - very good questioning techniques which encourage pupils to think about the possible solutions to scientific problems;
 - a good range of resources to ensure all pupils can support their investigations; and
 - very good skills in managing pupils' behaviour.
109. All pupils, including those with special educational needs, have equal access to the learning activities. The pace of lessons is usually very brisk and pupils maintain high levels of concentration even when the task is difficult. For example, in a Year 2 lesson setting up a fair test investigating the effects of different dyes, pupils responded well to the challenging questions set by the teacher. Teachers also encourage pupils to co-operate during question and discussion times. For example, in a Year 6 lesson, pupils worked diligently in pairs to prepare a chart about plants and present their findings to the rest of the class.
110. The leadership and management of science are satisfactory. The co-ordinator has updated the scheme of work, analysed the results of national tests and improved the resources. Although some monitoring of pupils' recorded work has been completed, there is no record of any monitoring of teaching and none identified in the subject action plan. The current procedures for assessing pupils' attainment in science are satisfactory but at an early stage of development. The school recognises this in the subject action plan. The current scheme of work relies heavily on a commercial production. This has been very successful in increasing the coverage of the National Curriculum and the quantity of work produced by the pupils. However, the development of pupils' enquiry skills is left as a block of work at the end of the school year. This aspect of the curriculum needs to be introduced much earlier in the year and be a generic part of the teaching and learning programme throughout the year.

ART AND DESIGN

111. Standards in art and design for pupils aged seven and eleven years are at the expected level and they have been maintained since the last inspection. There is a good range of art on display using different media and techniques. Pupils, including those with special educational needs, those of higher attainment, and those with English as an additional language make good progress.
112. By the age of seven, pupils begin to communicate their ideas and express their feelings through drawing, painting, collage and clay. They record directly from observation when looking closely at a still life of kitchen utensils and a vase of flowers. They pay particular attention to the different shapes and colours they see. Pupils work well independently and listen to the teacher and each other when expressing views about how they can improve their work. They investigate the work of different influential artists for example, David Hockney's 'Mr and Mrs Clarke and Percy' and Henri Matisse's, 'Goldfish bowl'; they talk about the shapes and colours in the pictures. Pupils reproduce their own versions influenced by these studies, using crayon, pastel

and paint. They reinforce their knowledge and understanding of primary and secondary colours through mixing, blending and matching colours. Pupils improve their own drawing skills whilst illustrating pictures for favourite books such as 'Whatever Next' by Jill Murphy. They produce good quality textile designs when depicting large-scale girls and boys in school uniform. They explore abstract design when decorating patterns on plates.

113. By the age of eleven, pupils are quite confident using a wide range of media and equipment. In Years 3 and 4 they study the art of Ancient Egypt and produce detailed paintings and hieroglyphics on parchment. In one lesson, pupils create a Roman centurion using small coloured squares in the style of a mosaic. Other pupils explore texture using glue spatulas to apply paint in the style of Vincent Van Gogh. Pupils in Years 5 and 6 study the work of Henry Moore and Barbara Hepworth. Year 5 pupils study black and white photographs of sculpture by these artists and discuss the curves and lines and how the human form is represented. Some model these in clay whilst others draw from life. They use and understand vocabulary such as proportion, features, and shadow. There are some excellent black and white charcoal and pastel studies influenced by Henry Moore's drawings in World War II of the 'Blitz' and 'underground'. Also on display are some sensitive interpretations of Monet's garden.
114. Teaching and learning overall varies from very good to good for pupils aged seven and from very good to satisfactory for pupils aged eleven. This is similar to the last inspection. Teachers are secure in their knowledge and understanding of the subject. Expectations of what pupils can do are good. Lessons are well planned and focus on developing skills. They refer to a good range and variety of tasks using different media. Literacy skills are reinforced well, with teachers and pupils using correct terms. There is an appropriate balance of opportunities for developing skills and techniques; pupils are encouraged to explore and experiment. Pupils are developing critical skills well. They learn effectively and are prepared to try out their ideas. Sketchbooks are used for drawing but, as yet, these are not used for collections of ideas. The co-ordinator justifiably wants to build on their use and development. There is limited evidence of information and communication technology contributing to pupils' knowledge in art. There are few opportunities to learn about art from different cultures. The co-ordinator is aware of this and the action plan cites these as areas for improvement.
115. Pupils' attitudes and behaviour are good overall. Pupils listen with interest, are well motivated, enjoy art and work hard. In discussion they readily share their views and ideas. They share equipment and media and help one another.
116. The co-ordinator, newly in post, is enthusiastic and offers guidance and help. She has a clear action plan that identifies existing strengths and areas for action. Her leadership is good. She recognises the need to develop current assessment practices. The skills based curriculum and planning incorporate best practice and ensure a full range of media opportunities. She is aware that information and communication technology and art from different cultures are areas for development. The school has links with a local craftsman and visits are made to galleries, museums and places of interest. The art club provides good opportunities for those interested in art. During the inspection the teacher brought in her pet budgerigar for the pupils to draw. The co-ordinator monitors planning but, as yet, has not formally monitored teaching and learning. Resources are of a good quality as is the accommodation. Many of the displays about the school are attractive, informative and are of a good quality. The overall improvement since the last inspection is good.

DESIGN AND TECHNOLOGY

117. During the inspection it was only possible to observe one lesson in design and technology. Judgements on pupils' attainment, therefore, are based on the scrutiny of pupils' past work, discussions with pupils and teachers and examination of pupils' finished work on display around the school. Photographic evidence of pupils' work was limited. From this evidence the judgement is that by the time pupils reach Year 2 they make satisfactory progress and reach the expected standard.
118. Younger pupils are taught the elements of design and are beginning to communicate their ideas in drawings using a range of materials to include paper, card and fabric. They acquire an appropriate range of basic skills in cutting and folding as seen in a 'finger puppet' topic. Pupils designed and made their puppets and evaluated the finished product.
119. A limited amount of work was seen by the end of Year 6, the emphasis in lessons having been on the art and design element. This lack of opportunity indicates that the basic requirement of designing, making and evaluating are not well established and as a consequence pupils do not reach the expected level by the end of Year 6. This was the judgment of the previous inspection and this has not been addressed. However, discussion with pupils in Year 6 shows that they are developing and understanding the design process, evaluation and improvement. This was seen in photographic evidence of a bridge making topic. Pupils constructed a simple plan giving information on how to build a bridge of straws. Plans also included suggested ways to strengthen the construction following a testing procedure. Pupils in Years 3 and 4 have made musical instruments using re-usable materials. Samples of work supplied show some of the design process with plans that were clearly labelled. Pupils in Year 6 were given the task to design an alarm using a simple electrical circuit. In discussion they had good ideas for powering their alarm and how to conceal the circuit. Initial plans showed a clear understanding of the need to plan carefully and an appreciation that the touch pad and the alarm need to be closely located as additional wiring would result in a loss of power. Pupils have good attitudes to learning.
120. There were too few lessons observed to form a judgement about the teaching across the school. However, a cross curricular lesson of information and communication technology and design and technology in Year 6, was very good. Here the teacher explained the task carefully and pupils were quickly on task. The sensitive grouping of pupils by the teacher ensured a good level of discussion and a lively exchange of ideas, contributing well to pupils' learning.
121. The subject has not been a priority and the issues highlighted at the previous inspection have not been addressed, therefore improvement has been unsatisfactory. In the past, the subject has shown an over emphasis on art and design with an insufficient focus on the elements of the National Curriculum for design and technology. This has been due to a lack of guidance and schemes of work to promote progression and continuity. The recently appointed co-ordinator has had responsibility for the subject for only a short period and has yet to have an impact. She has a vision about the development of the subject and the need to raise attainment. Since her appointment there are signs of improvement. The introduction of the Curriculum Authority schemes of work are now providing continuity and ensuring coverage of the design elements. However, since its introduction it has become apparent that the present resources are insufficient. The school is aware of this and plans to increase resources. The use of information and communication technology to enhance learning is developing appropriately.

GEOGRAPHY

122. Standards, in geography are in line with those expected nationally by the end of Years 2 and 6. This is a similar judgement to that of the last inspection. Due to the cycle of planning no geography lessons were observed in Year 6 classes during the period of the inspection. Judgements are made on observations in the other classes, on samples of pupils' work, wall displays and discussions with staff and pupils. Based on this evidence, the judgement is that standards for pupils at the age of seven and eleven are in line with the national expectations and pupils are making good progress.
123. By the end of Year 2 pupils' mapping skills are developing well. Pupils in Year 2 were seen effectively surveying aerial photographs of Southend and making comparisons with photographs of Newcastle. They identify buildings and look at similar ones on the other photograph. By the end of Year 2, pupils like to take Barnaby the Bear on holiday with them. They send postcards to their class, take photographs of themselves with Barnaby and then tell the class about his and their adventures on their return. This activity promotes good links with literacy and numeracy in both recording the holiday and calculating how far they have journeyed.
124. At the end of Year 6 pupils explore features of the locality by going to Old Leigh with increasing accuracy. They study the river and water, where it is found, what it used for and whether all water is usable. Older pupils have the opportunity to participate in a field trip at the beginning of their final year. Year 3 pupils work on maps of the school grounds and visualise in what directions the unlabelled features are correctly. In other classes they identify what the features are on a map of the school grounds. Pupils check their decisions by looking out of the window to reinforce what they know to be accurate. Year 3 and 4 pupils look at the atlas for different features and then look at the scale to find the symbol for it. On local maps without a scale they produce their own symbols to represent the features. Another class in the same year group interprets symbols and discusses where additions to the school building could be best placed with increasing knowledge and understanding.
125. All pupils greatly enjoy the activity and talk about it in the playground afterwards. They clearly learn a lot from their geography lessons and talk keenly and enthusiastically together.
126. The quality of teaching seen during the inspection was good. Teachers have good subject knowledge and present the subject as exciting. The lesson plans are good with clear learning objectives identified. The tasks are sufficiently challenging and meet the needs of all pupils ensuring that appropriate progress is made. Teaching assistants are effectively deployed and support pupils positively. Relationships are good ensuring a positive learning environment. This reflects the findings of the last inspection. Pupils are keen to know what they are about to learn. They record their work well. The reading and writing tasks linked with the subject help pupils to develop and apply their skills and understanding of literacy effectively. Information and communication technology contributes to their learning effectively as in the Year 2 class comparing aerial photographs of Southend and Newcastle taken from the internet by the teacher. Numeracy contributes to their learning when pupils record and interpret data and use tally charts. Assessment is at an early stage of development.
127. Leadership and management of the subject are satisfactory although the subject co-ordinator is managing the subject temporarily. Subject monitoring has not taken place. An audit of need for the subject has been conducted. The action plan has yet to be constructed. The school follows the nationally recommended guidelines as a scheme of work. This is well used by teachers to guide their planning and shows how the

curriculum is covered in the different year groups. A good selection of resources has been collected which include CDs, videos, Barnaby the Bear with supporting materials, atlases and other information books. These are well organised. The National Curriculum requirements for the subject are met. The role of the co-ordinator is under developed.

HISTORY

128. By the end of Years 2 and 6 standards are at the nationally expected level. This is the same finding as the last inspection. Observations of pupils' work, that is displayed and discussions with staff and pupils, all support this judgement.
129. In Year 1, pupils are developing a good sense of chronology, by following a time line from the Stone Age through to Medieval times, while listening to the music of travelling through time from the Dr Who series. The teacher shows photographs of Hadleigh Castle and pupils discuss what it must have been like to live in a castle. After watching a clip of the portcullis being lowered at the Tower of London two pupils are dressed up as the Lord and Lady of the castle. Pupils in Year 2 group artefacts into types, lighting, heating, hanging-out washing and ironing. Within those categories they busily put them into the order of age and invention, for example, a ceramic bed warmer, a hot water bottle and an electric blanket. In Years 3 and 4 pupils discuss Roman mosaic work as an art form. In the school reception area they look closely at the mosaic made by one of the pupils' fathers. They identify specific features of the technique they would need to employ to do the same on a printout of a Roman god or goddess. In Year 5 pupils are amazed at the small amount of food, ready laid out on plates by the teacher, allowed to an adult during the World War II food rationing. Few thought they could survive on so little and begin to think of ways to supplement it, or in the case of the sweets, how to space out the consumption. They spend the rest of the lesson on the Imperial War Museum web site comparing a 1945 shopping-list with a 2002 list. They quickly learn that they would have had to do some home cooking, as ready prepared meals were not available then as they are now.
130. Pupils apply themselves well to their historical investigations and show much enthusiasm.
131. In all lessons observed the quality of teaching and learning were good, with some excellent features. Teachers have good subject knowledge and use questions to challenge the pupils and sustain their interest levels. Lessons are well planned and follow on from previous teaching. Good links between history and other subjects are made. For example, the use of information and communication technology is seen to support both the teaching and the learning and proves to be an excellent reinforcement to both. In looking at the household artefacts pupils calculate how long ago they were used. Discussions and feeding back their findings to the class enhance speaking and listening skills. To sustain pupils' interest and motivation, teachers use a good variety of methods including role-play, making the learning enjoyable.
132. The history co-ordinator displays an enthusiasm for the subject. In her enthusiasm and from her audit of the subject needs she has devised an action plan. She has reviewed the scheme of work in line with the nationally recommended scheme of work and plans to implement this soon. The resources for the subject are good, well organised and managed. They are accessible to all staff and support both the teaching and the learning. The co-ordinator has had time to manage this element of her role. As yet, monitoring of teaching and learning by the co-ordinator for progression and continuity has not taken place. Her role is developing and plans are in place to promote and enhance further what is already a well-taught subject. The co-ordinator recognises that

the action plan, in agreement with staff and governors, needs to be implemented. The co-ordinator plans to continue to supplement the resources with appropriate artefacts. Assessment is at an early stage of development.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. Standards at the time of the last inspection were judged to be in line for seven-year-old pupils but below expectations for eleven-year-old pupils. Standards for younger pupils have been maintained. Attainment for older pupils has improved and is now at the level expected. This represents a good overall improvement since the previous inspection.
134. Pupils make good progress between five and seven. Pupils are familiar with the word processing application and pupils in Year 1 are beginning to use the mouse competently. Pupils in Year 2 have an understanding of the main functions of the keyboard, entering the text and altering the style of the lettering. Most of the pupils save and retrieve their work and use the backspace bar to edit their work. By the end of Year 2 pupils input simple commands into a floor computer to control its movements, moving it forward a set distance and turning at right angles. Higher attaining pupils have an understanding of handling data, entering the data of favourite colours and presenting their findings in graph form. Using an art program they create geometric shapes in different colours.
135. The good progress continues through the juniors and by the time they reach eleven they are confident users of the word processing application. They have sound knowledge of the main functions of the program and use more sophisticated procedures to present their work, for example, placing the text in columns and arranging the text around a picture. Pupils have developed desktop publishing techniques, producing documents with a particular audience in mind, such as a poster about a lost dog with added art graphics that have been adjusted to fit the publication. Pupils have a clear understanding of a simulation and have devised their own sequences using an art program and, with the cut and paste facility, moving it to a word processing program to explain how it is used. They have a good understanding of the use of a hyperlink - a technique used to link pages to select further information. Pupils have an established understanding of the use of presenting data. An example of this was seen in a Year 6 lesson, presenting the data from a survey of heartbeat before and after exercise and showing the results in different forms of graphs. Pupils have had experience of using a spreadsheet and know how to enter a formula for simple mathematical calculations. Higher attaining pupils calculate percentages and averages accurately. All pupils have good attitudes to learning.
136. Although pupils are developing a basic understanding of control technology using the Logo programme, (a simple control program) development is in its early stages and there are few opportunities to experience more sophisticated programmes. The school is aware of this and intends to purchase programmes to develop this element. Pupils with special educational needs make good progress. They are often linked with more confident pupils and also benefit with additional support from teaching assistants. Although pupils have an understanding of the use of the internet and the E mail facility it is currently used as advised by the local education authority under the direction of a supervising teacher.
137. The overall quality of teaching and learning is good throughout the school. The majority of teachers have good subject knowledge and guide pupils well through the procedures. Teachers give confident demonstrations and set high expectations of behaviour, managing pupils well and keeping them well focused on the task. Lessons

are planned appropriately to build on pupils' previous understanding with additional tasks to challenge the higher attaining pupils. In better lessons the task was clearly explained to pupils at the beginning with targets and procedures prominently displayed for pupils to refer to during independent working. The outcome of this was that the lesson proceeded with pace, allowing the teacher to give extra support for less confident pupils and leading to good overall learning. Where teaching was less effective the task was not explained thoroughly to pupils, the objectives of the lesson were muddled and teachers' knowledge was less well established. The quality of teaching has improved since the last inspection.

138. The management of the subject is good. The co-ordinator has worked hard to raise attainment and has a clear view about future developments. Teachers' confidence and competence has improved since the previous inspection. Schemes of work to ensure progression and improved resources have contributed positively to pupils' progress. Good use is made of information and communication technology in other subjects with good examples in art and history, using an art program to draw Tudor houses, data logging in science and good examples to support numeracy and literacy. The assessment of pupils' work is not formalised and is unsatisfactory. The ventilation in the information and communication technology is inadequate in hot weather.

MUSIC

139. During the inspection it was only possible to observe two sessions of music at the end of Years 2 and 6, singing in hymn practices and assemblies were also observed. The attainment of pupils at seven and eleven-years-old is at the level expected based on this evidence.
140. By the age of seven, pupils sing well maintaining reasonable pitch. They know the words to a variety of songs and add appropriate actions in time to the music to help maintain rhythm and to accentuate meaning when singing, for example, 'The farmer gets up in the morning'. They answer questions posed by the teacher and follow instructions carefully. They select suitable sounds to a text by using their bodies to make clapping and clicking sounds and accompany class singing with percussion instruments. They play instruments maintaining a steady beat and follow the teacher in the role as conductor.
141. By the age of eleven, pupils have continued to make good progress. The overall standard of singing is satisfactory. Generally, pupils sing in unison and their vocal range is developing appropriately. Older pupils successfully sing rounds such as 'London's burning' and 'Gossip'. They analyse different sections and understand that composition has a clear structure sequence. Pupils use appropriate technical vocabulary and understand words such as pitch and tempo. In recorder club younger pupils play simple tunes on the recorder. Pupils with special educational needs and those with English as an additional language are fully integrated into lessons and make good progress.
142. Pupils' attitudes to the subject are positive and they enjoy their music lessons and singing in assembly. They are very well behaved and show respect for their teachers. When working in groups to sing rounds they concentrate and assist each another. When using instruments they take care of them and are confident to perform to the rest of the class.
143. Teaching ranges from satisfactory to very good. This is an improvement since the last inspection. Several of the staff have musical ability and enjoy teaching music. Singing sessions in assembly have an appropriate choice of hymns and songs that develop

pupils' musical skills and control of voice. Pupils know the words and tunes of an increasing range of hymns and songs. On entry and exit to assembly pre-recorded music is played. Reference to this is made and this increases pupils' experience of different forms of music. Lessons are usually well paced. Lessons are well planned and where teachers have both confidence and competence, progress and learning are very good. Where teaching is very good teachers have high expectations. Learning objectives are clear and shared with pupils and very good opportunities are provided for them to build on their musical experience and evaluate their own performance at the end of lessons. This was most evident in a Year 5 class. There is good evidence in displays that older pupils particularly, compose simple tunes and are developing an appropriate awareness of notation in the displays of popular tunes linked to their study of the World War II.

144. The management of the subject is good. The co-ordinator is not a music specialist but an enthusiast. She gives good support to colleagues who are less confident and has successfully sought external support for the school. Planning is appropriate and builds on pupils' musical knowledge, skills and understanding. Assessment is built into this scheme and the co-ordinator is aware of the need for it to be manageable. She has a clear vision about future developments and key to these is the appointment of a part-time music specialist co-ordinator. The co-ordinator is aware that the use of information and communication technology and music from diverse cultures are areas for further development. Additionally, the action plan rightly cites the need to build on teachers' skills and confidence. Although the co-ordinator has assisted teachers with their lesson planning she has been unable to monitor teaching and learning first hand. The resources for the subject are good with a range of tuned and untuned percussion and a small range of ethnic instruments, stored centrally, to support pupils' progress and musical development. School choirs and peripatetic instrumental lessons in brass, wind and strings are offered to pupils. Visitors such as an African drumming group and an American youth choir and involvement in local festivals and musical events further enhance pupils learning. The co-ordinator has wisely decided to reserve spending on music technology until the appointment of the music specialist. The overall improvement since the last inspection has been good.

PHYSICAL EDUCATION

145. Standards in physical education are above national expectations, particularly in gymnastics and games. No lessons in dance activities were planned during the inspection but photographic and discussion evidence indicate at least a satisfactory standard. The opportunity for outdoor and adventurous activities is provided for Years 5 and 6 each year at a residential activity centre in Dorset. The range of activities recorded indicates at least a satisfactory standard achieved for these pupils. Overall, this is an improvement since the last inspection which identified aspects of Key Stage 2 standards as unsatisfactory.
146. By the age of seven, pupils know about the need to warm up before physical activity, including the need to stretch different muscles and the effect this has on their heartbeat. In gymnastics, pupils know about a wide range of rolls and balances and can demonstrate them with accuracy and control. They have good creative ideas when linking these basic movements together to form a sequence. Many pupils develop and improve their performance into a longer series of linked movements. Pupils are aware of the space available and use it well. In games activities, pupils have good knowledge and understanding of how to hold and control small racquets when using beanbags and balls. They have good throwing and catching skills and are learning how to use a range of rules when playing team games.

147. By the age of eleven, pupils have continued to make good progress in gymnastics and games. Pupils have good skills in developing creative and complex sequences. They work very collaboratively in groups of up to six pupils, performing a variety of balances, slides and turning movements. They know how to evaluate their own and others' performances and to plan improvements. In games, pupils develop a variety of team and individual skills. In short tennis, pupils demonstrate very good skills in controlling the racquet and using both forehand and backhand strokes accurately. Many pupils build up longer rallies using these skills. Pupils also have good skills in throwing and catching balls, bouncing and balancing skills using a racquet. Pupils have good cooperative skills when playing games in addition to developing competitive tactics, indicating a good spirit of fairness when winning or losing.
148. Pupils in Years 3 and 4 take part in swimming lessons in the spring term. This opportunity results in at least two thirds of pupils reaching the required standard in swimming. Dance lessons were not seen due to the curriculum planning allocation but evidence indicates that pupils achieve well. The programme of work during the autumn and spring terms culminated in a Dance Festival held at the local secondary school. Photographic evidence indicates that pupils took a full part in the festival with enthusiasm and cooperation in group dances. They also provided costumes to support the context of the dance. A country dance club for 18 pupils provides good extension to the dance curriculum. Pupils demonstrate good control, musical response and good cooperation.
149. Pupils have very good attitudes to their physical education lessons. They show enthusiasm and good levels of agility in all activities. In games, pupils work cooperatively, sharing resources and indicating fairness in competitive situations. In gymnastics, pupils concentrate well, listen carefully to instructions and react positively to suggestions for improvement. They have good skills when evaluating their performances and happily talk about other pupils' standards. They also work hard to improve their own skills. They always show good standards of behaviour.
150. The quality of teaching is very good. This is an improvement since the last inspection. All teachers plan well with clearly identified learning objectives which they share with pupils. They make particularly good provision for pupils' demonstration and evaluation in order to encourage pupils' improvements. They manage physical education lessons well, using a very good balance of instruction, demonstration, practice time and evaluation. Teachers always ensure good behaviour and cooperation from the pupils.
151. The coordination of physical education is good. The scheme of work has been improved and coverage of the National Curriculum is complete. An audit of staff needs has been completed and a good range of training provided to support teachers' knowledge. There is a subject development plan and a good commitment to improvement. The range of extra-curricular activities supports the physical education curriculum. The hall is used for many physical educational lessons and on several occasions during the inspection both adults and children passed through the hall as a means of access whilst lessons were ongoing. Distractions and additional movement of people are a potential health and safety issue.

RELIGIOUS EDUCATION

152. By the ages of seven and eleven, all pupils are attaining in line with the expectations in the locally agreed syllabus. By the age of eleven pupils know that people have different beliefs and have encountered the main world religions to which people belong. Pupils wrote an excellent nightclub version of the Good Samaritan parable.

However, they lack an overview of each religion to bring together all the information they have learnt.

153. By the age of seven, pupils know that religions usually began with one person and are familiar with ceremonies and festivities that celebrate the lives and teachings of key religious figures. They understand about belonging to faith communities. They have met a Christian priest, and posed appropriate questions to a Year 6 pupil talking about Muslim family life, and a Year 2 pupil describing a Jewish wedding. They have had limited opportunities to reflect and to respond. They have not developed their own views sufficiently about what are good and bad examples set by people in religious and other stories.
154. By the age of eleven, they know that religions have their own writings and traditions that give their followers guidance on beliefs and daily living. In a Year 3 lesson pupils passed around artefacts used in Christian worship and showed very good understanding of their symbolic use and how they relate to the main incidents and beliefs of the Christian faith. In Year 6 lessons pupils showed awareness of similarities and differences in worship practices between Christians found in pictures, video, sounds, and local churches. Progress by pupils with special needs is generally good, but often they do not complete work and this is inappropriate. Pupils with language needs and from ethnic backgrounds are well integrated and make the same progress as other pupils.
155. Pupils' attitudes to learning are very good, and this is an improvement since the last inspection. They are interested, concentrate, work well with others and are willing to work independently when given the opportunity.
156. The quality of teaching is very good in the majority of lessons, an improvement since the last inspection. Teachers' subject knowledge is good. They reinforce basic skills. They plan conscientiously. Very good examples of teaching were seen in a Year 5 and 6 class about understanding the characteristics of worship associated with different Christian denominations. In a Year 2 lesson about Islam, the teacher shared a lot of information, insight and understanding about prayers and beliefs. Greater opportunities for pupils to collect evidence of religions for themselves and to take an active part in lessons are not always as balanced as they might be. Teachers' expectations in Years 1 and 2 are high, but in Years 3 to 6 higher attaining pupils are not always suitably challenged. Work is organised in two-year cycles to provide for mixed age classes. However, set work is not always appropriate for both year groups with tasks and learning outcomes not reflecting different attainment levels. Teachers use the local authority schemes of work. However, the current order of units does not show pupils how they build on each other. The lack of on-going assessment to identify pupils' strengths and weaknesses contributes to pupils not being clear on the skills as well as the knowledge and understanding they need.
157. The subject is well co-ordinated; it is monitored through samples of pupils' work, but as yet this does not include class observation. Teachers are not yet collecting examples of work from pupils' portfolios to illustrate levels of attainment. The use of information and communication technology to enhance pupils' learning is developing appropriately. Resources are generally adequate to support pupils' learning. Visits to local places of worship are arranged and visitors are invited in. The handbook shows a good understanding of the purpose of religious education in schools, but there are several important omissions. Improvement since the last inspection is good.