

# INSPECTION REPORT

## **ST PETER'S C of E PRIMARY SCHOOL**

Coggeshall

LEA area: Essex

Unique reference number: 115108

Headteacher: Mr P. Anderson

Reporting inspector: Mrs J. Catlin  
21685

Dates of inspection: 27<sup>th</sup> – 30<sup>th</sup> May 2002

Inspection number: 196101

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 5 – 11 Years  
Gender of pupils: Mixed

School address: Myneer Park  
Coggeshall  
Colchester  
Essex

Postcode: CO6 1YU  
Telephone number: 01376 561328  
Fax number: 01376 563832

Appropriate authority: Governing Body  
Name of chair of governors: Mrs E. Jones

Date of previous inspection: July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21685	Jenny Catlin	Registered inspector	Mathematics	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>The school's results and achievements.</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
10049	Michael McCarthy	Lay inspector		<p>How high are standards?</p> <p>Pupils' attitudes, values and personal development.</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
20767	Jeremy Royle	Team inspector	<p>Special educational needs</p> <p>English as an additional language</p> <p>English</p> <p>Geography</p> <p>History</p> <p>Music</p>	

27698	Gordon Phillips	Team inspector	Equal opportunities Design and technology Art and design Physical education	How good are the curricular and other opportunities that are offered to pupils?
2705	Patricia Holwill	Team inspector	Foundation Stage Science Information and communication technology Religious education	

The inspection contractor was:

*PkR* Educational Consultants Ltd  
6 Sherman Road  
Bromley  
Kent  
BR1 3JH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Peter's Primary School has 275 pupils on roll and is about the same size as other schools of this type. The majority of pupils are from a white UK background. Most children enter the reception classes with attainment in line with that expected for their age. The percentage of pupils entitled to free school meals is just over six per cent; this is below average nationally. There are no pupils who speak English as an additional language. The percentage of pupils identified as having special educational needs, over 19 per cent, is about average nationally. Less than one per cent of pupils has a statement of special educational need; this figure is below the national average. In the current cohort of Year 6 pupils a significant proportion, 23 per cent, was not in the school when they sat their Key Stage 1 national tests. The school's aim is to help each child achieve as much of his/her potential as possible in a well-ordered, happy and stimulating environment.

### **HOW GOOD THE SCHOOL IS**

This is a good school. The very positive and caring ethos is reflected in all its work. The management and leadership of the school are very good and pupils' attitudes to learning and their behaviour are good. The personal development of pupils is very good and they enjoy very good relationships both with one another and with adults. Standards of attainment are improving across the school and many pupils make good progress during their time in the school. The quality of teaching is good overall with some very good and excellent features. There is a shared commitment and a capacity to succeed by all who work in the school. Value for money is good.

#### **What the school does well**

- Standards in reading, mathematics, information and communication technology (ICT) and religious education are above average for pupils of seven and eleven years of age.
- Standards in art and design are well above average by the time pupils leave the school.
- Very good breadth and balance in the curriculum in both key stages.
- Leadership and management are very good.
- Relationships and personal development are very good.
- Provision for pupils' spiritual, moral and social development is very good.
- Teaching is good across the school with some very good and excellent features.
- Pupils' attitudes and behaviour are good.
- The provision for pupils with special educational needs is good.

#### **What could be improved**

- The monitoring of teaching to raise the quality of all teaching.
- Standards of writing at the end of Key Stage 2, particularly for boys.
- Curriculum planning for the Foundation Stage.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in July 1997. It has made good progress since that time and the weaknesses identified at that time have been effectively resolved. The quality of teaching has improved and as a result, pupils' performance has been raised through teachers having higher expectations of what pupils are able to learn, understand and do. These improved standards are also a result of well-developed schemes of work and improved and consistent approaches to lesson planning. The systems for assessing pupils' attainment and progress are now considerably improved and provide the school with secure information for moving pupils forward in their learning. Teachers regularly undertake scrutiny of pupils' work to ensure that they are all making as much progress as possible. The length of the school day has been revised and the curriculum has been reviewed. Opportunities for the physical development of children in the Foundation Stage have been increased, by improving the provision of large outdoor apparatus. The implementation of the literacy and numeracy strategies has helped the school to raise standards and to set individual targets for pupils in reading, writing and mathematics.

## STANDARDS

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

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

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

The above table shows that standards in English were in line with the national average at the end of Key Stage 2 in 2001. In mathematics, standards were above the national average but in science they were below. When compared with similar schools, standards in English and science were below the national average but in mathematics they remained above average. When the school's results in earlier years are taken into account they show consistent improvement in mathematics. The school is successful in achieving its aim of meeting the needs of all pupils including those with special educational needs and from different backgrounds. As a result, all pupils achieve satisfactorily and make satisfactory overall progress during their time in the school. Many pupils in Years 5 and 6 are achieving well and making good progress. Overall, attainment in English for the current cohort of Year 6 pupils is in line with the national average. However, it is below average in writing and above average in reading. In mathematics, attainment continues to be above average and in science it is average. Attainment in art and design is well above that expected for pupils of this age. In information and communication technology and religious education, standards are above average. In all other subjects, for example, design and technology, geography, history, music and physical education, standards are in line with those expected. Standards in writing for the current cohort of Year 6 pupils are not high enough and should be better. Realistic targets set in English and mathematics for 2002 are appropriately challenging and the school should achieve them. Seventy-seven per cent of the current cohort of Year 6 pupils was in the school when they sat the national tests at seven years old and since then have made satisfactory and often good progress. Pupils who entered the school after Key Stage 1 have made sound progress. These figures on pupil mobility are above those usually found and provide difficulties for the school when progress is judged, between the ages of 7 and 11.

At the end of Key Stage 1, the average National Curriculum point scores for 2001 show that in comparison with all schools nationally, the school's performance in reading and mathematics was well above average and in writing it was average. These results show an overall improvement since 1997. In mathematics, all pupils attained the expected Level 2, which is a significant achievement. Attainment in reading and mathematics, for the current cohort of Year 2 pupils, is above average and in writing it is average. Standards in art and design, information and communication technology, physical education and religious education are above those normally expected for pupils of this age. Standards in science, design and technology, geography, history and music are in line with those expected for pupils of this age. Standards for pupils currently in this key stage are high enough and pupils achieve well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work and enthusiasm for school are good.



Behaviour, in and out of classrooms	Pupils' behaviour around the school and in lessons is good and most pupils are self-disciplined.
<b>Aspect</b>	<b>Comment</b>
Personal development and relationships	The personal development of pupils is very good. From an early age pupils relate very well to each other and to adults.
Attendance	Overall levels of attendance are very good and have improved on those found at the time of the last inspection.

Pupils' good attitudes to school, their good behaviour and the very good relationships they enjoy with one another and adults, together with the very good initiative and personal responsibility which they show are significant strengths of the school and make an important contribution to pupils' learning. A very caring, family feeling comes across strongly.

## TEACHING AND LEARNING

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

Across the school, the quality of teaching is good and has improved since the previous inspection. It meets the needs of all pupils and ensures equality of opportunity. There was no unsatisfactory teaching. The quality of teaching in both literacy and numeracy is good overall in both key stages and this is a strength of the school's provision. The quality of teaching for children in the Foundation Stage is good overall and has been maintained since the previous inspection. Teachers' expectations are high for all children and their management of children's behaviour is very good, which results in positive attitudes to learning. Across the school, teachers have a good command of the subjects to be taught. Strengths of the very good teaching are the pace of many lessons, which enables pupils to achieve well and make good progress, plus the sharing of the aims of lessons with the pupils. This enables them to have a clear understanding of what is to be covered during the session and for them to recognise what they have learned. Teachers' use of information and communication technology to support other subjects is good. Opportunities to develop this area are included effectively in teachers' lesson planning and, as a result, pupils make good progress throughout their time in the school. The quality of teaching for pupils with special educational needs is good. The specialist teacher and well-trained teaching assistants provide invaluable support. Points for further development in otherwise satisfactory teaching are linked to maintaining sufficient pace to lessons to ensure all pupils remain on task. A further weakness lies in the setting of work with no indication from the teacher as to how long the task is to take. Therefore, pupils are setting the pace of the lesson and their learning. This has a negative effect on the progress made by these pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum, which is well adapted to the particular needs of its pupils.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and pupils receive good support from the teaching assistants. As a result, these pupils make good progress.
Provision for pupils' personal, including	Provision for pupils' personal development is very good. Provision for spiritual, moral and social development is also very good. It is good for

spiritual, moral, social and cultural development	their cultural development.
How well the school cares for its pupils	Pupils are very well cared for and good provision is made for their general welfare.

The scheme of work for the reception classes does not fully address the recommended Early Learning Goals recommended for children of this age. As a result, it is not entirely suited to meet the needs of the majority of children when they first come into school. The effectiveness of the school's care of pupils and the close monitoring of personal development ensure that the high standards of behaviour and very good personal relationships have a positive effect on both attainment and progress. Partnership with parents is very good and makes a positive contribution to the work of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership of the headteacher ensures clear educational direction in the school. He is supported very effectively by senior staff.
How well the governors fulfil their responsibilities	The governing body is effective in carrying out its statutory duties. It is clear about its role to ensure that pupils receive a good education and that the school continues to strive to raise standards.
The school's evaluation of its performance	The school's self-evaluation of its strengths and areas for development has improved and is enabling it to raise standards at the end of Key Stage 2, particularly at the higher level 5.
The strategic use of resources	Financial management is good and full and effective use is made of available grants, funds and resources.

The system established for monitoring and evaluating teaching needs to be further developed. Some co-ordinators are not yet fulfilling effectively their role in monitoring teaching and learning and evaluating standards in their subjects. Staffing levels are good and teachers' individual qualifications and expertise are well deployed. Classrooms are small but good use is made of the space to accommodate areas for oral teaching and written work. Resources for learning are good, and good quality displays of work throughout the school celebrate pupils' achievement. The school makes appropriate efforts to seek best value when purchasing goods and services and all specific grants have been used appropriately for their intended purpose.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and are making good progress.</li> <li>• Teaching is good.</li> <li>• They are comfortable about approaching the school.</li> <li>• Their child is expected to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour in the school.</li> <li>• The amount of homework.</li> <li>• Information about how their child is getting on.</li> </ul>

The inspection team agrees with the very positive views of the parents. Inspectors' findings show that a minority concern regarding pupils' behaviour does not have a significant impact on the school's ability to address the personal and educational needs of the majority of pupils. Appropriate homework, particularly reading, is set and caters for pupils of differing abilities. An extensive range of meetings

ensures regular and useful contact between staff and parents, who find them a useful opportunity for sharing mutual concerns and problems. The inspection does not support parents' concerns in these areas.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Overall, attainment on entry to the reception classes is in line with that expected for children of this age. The majority of these children, by the time they enter Year 1, meet what are known as the Early Learning Goals in many areas of their learning. Whilst many children make good progress during their time in reception, some are not in these classes long enough to attain standards above those normally expected.
2. At the end of Key Stage 1, the average National Curriculum point scores for 2001 show that in comparison with all schools nationally, the school's performance in reading and mathematics was well above average and in writing it was average. In mathematics, all pupils attained the expected level 2, which is a significant achievement. There are variations in test results from year to year, but the overall trend shows considerable improvement since the last inspection in 1997, in all three areas. In reading and mathematics, there was no significant difference between the performance of girls and boys. In writing, boys performed at a significantly lower level than girls. The school is addressing this issue with greater tracking, by gender, of pupils' performance. There was no significant difference between the performance of the few pupils belonging to different ethnic groups. Attainment in science, based on teachers' assessments, was very high, being in the highest 5 per cent nationally, at the expected level 2 and well above average at the higher level 3.
3. At the end of Key Stage 2, the average National Curriculum points scores for 2001 show that in comparison with all schools nationally, the school's performance in English was average and in mathematics it was above average. In science, standards were below average and were brought down by the below-average proportion of pupils gaining the higher level 5. However, 96 per cent of pupils did achieve at the nationally expected level 4. There are variations in test results from year to year, with 1999 being a particularly poor year, because of an above-average proportion of pupils with special educational needs, but the overall trend shows considerable improvement since the last inspection in 1997, in all three areas. There are differences between the performance of girls and boys in all three tests and they are most significant in English, where boys continue to underperform in writing. There was no significant difference between the performance of the small number of pupils from minority ethnic groups. The school is very aware of the problems associated with the underperformance of boys, which is a situation mirrored nationally. Nevertheless, the underperformance of boys in English in 2001 was greater than that usually found nationally. Consequently, there are numerous initiatives in place to address this issue. However, the school is aware that in the current cohort of Year 6 pupils, 23 per cent were not in the school when they sat their Key Stage 1 national tests and for the 2001 Year 6 cohort the figure was 31 per cent. This is unsettling for the school and affects results adversely. These figures are above those usually found and provide difficulties for the school when progress is judged between the ages of 7 and 11. Those that stay in the school make good progress.
4. The proportion of pupils claiming entitlement to free school meals, the basis for comparing the performance of schools, is not an accurate reflection of the socio-economic background of pupils at St Peter's. Also, as mentioned above, there is a higher than average number of pupils who either join or leave the school between the ages of 7 and 11. To make allowance for these factors, the group of schools with

which 'similar schools' comparisons are made has been changed from schools with fewer than 8 per cent of pupils entitled to free school meals, to schools where the proportion lies between 8 and 20 per cent. Even so, comparison with schools in the second group indicates that English and science results at St Peter's were below average in 2001 and only mathematics results were above average.

5. For pupils currently in Year 2, evidence during the inspection shows that standards in reading and mathematics are above those found nationally, and in writing they are in line with the national average. In science, standards have been maintained since the last inspection and match the average for pupils at age seven. These standards, with the exception of reading, are not as high as last year's test results. Nevertheless, for this group of pupils, standards are high enough when compared with their average attainment on entry to Year 1.
6. By the end of Year 2, standards in art and design, information and communication technology, physical education and religious education, are above those expected for pupils of this age. Standards in design and technology, geography, history and music, are in line with those expected.
7. For pupils currently in Year 6, evidence during the inspection shows that standards in mathematics are above those found nationally, and in English and science they are average. However, standards in reading are above average. Standards in mathematics have improved since the previous inspection, and in English and science they have been maintained. Nevertheless, standards in writing could be higher and the school is aware of this.
8. By the end of Year 6, standards in art and design are well above those expected for pupils of this age. Standards in information and communication technology and religious education are above those expected, and in design and technology, geography, history, music and physical education, they are in line.
9. In all classes, progress and achievement for all groups of pupils, regardless of gender or ethnicity, is improving and is at least satisfactory and often good, both in the lessons observed and as seen in previously recorded work. This is due to the overall good quality teaching, which these pupils receive, and the good procedures to assess and track their progress throughout the school. Challenging, but realistic, targets have been set for these pupils to attain in their National Curriculum tests and these are likely to be achieved, as indeed they were last year.
10. Pupils with special educational needs attain standards in line with their abilities. Their progress is good in English, mathematics, art and design, information and communication technology, physical education and religious education and satisfactory in all other subjects. This is because the level of support provided for these pupils is good. Teachers, teaching assistants, parents and volunteer helpers create a positive climate for learning, well supported by regular input from a range of outside agencies. The two pupils with a statement of special educational need make good progress and receive structured support. The school has identified a few gifted and talented pupils and they are achieving well, most notably in mathematics. The school is concerned about the number of boys on the special educational needs register, 41, compared with 11 girls, and this imbalance is reflected in the underachievement of boys mentioned earlier.

11. Most pupils' average standards of literacy are sufficient to support their learning in subjects across the curriculum. However, the skills learned in literacy lessons are not always used effectively in other subjects, for example, in geography and history. Standards of numeracy are good and are used effectively in subjects such as science and design and technology.

### **Pupils' attitudes, values and personal development**

12. The majority of pupils are eager to come to school and respond enthusiastically to its daily activities. They appear well motivated and the formal notices, imaginatively displayed throughout the school, concerning behaviour and maintaining the school's values, encourage and sustain this. Overall, pupils' attitudes are good. They express a pride in the school that is clearly reflected in the impressive displays of their work throughout the building and the overall attractiveness, and cleanliness of its setting.
13. Pupils show a very good level of commitment to the formal curriculum and a keenness to participate in the wide range of extra-curricular activities that the school offers. This gives the school a vibrant atmosphere, drawing staff, pupils and parents into a shared feeling of association that is clearly appreciated by all.
14. Classroom behaviour is essentially good. For the most part, pupils remained attentive and diligent. Behaviour around the school is lively and good supervision by both teaching and support staff ensure that it remains at an acceptable level.
15. There was no evidence of bullying, racism or sexism. The school has a number of initiatives to minimise the risk of bullying, including that of a team of pupils from Year 6 especially chosen as '*bully-busters*'. Their role is not only to intervene in overt cases of bullying, but also to ensure that all pupils feel included in the school's activities, especially at break-times. The inclusiveness promoted formally, clearly follows through to the informal gathering of pupils.
16. A school council provides an effective voice to pupils and is well regarded. Its members display confidence and self-esteem and a very good rapport is evident between teachers and pupils. Interviews and informal discussions with pupils showed that they were very aware of how bad behaviour, whether physical or verbal could have a negative impact on others.
17. The relationships between pupils themselves were caring and supportive. The emphasis by the school on moral values and respect for others is central to its ethos. Its links with the local church and the range of responsibilities undertaken by pupils underline the stress the school places on such principles. Pupils are given a wide range of opportunities to show initiative and develop personal responsibility, from routine tasks, for example, clearing up after lessons, through to positions of responsibility, such as representing their class on the School Council or enforcing the school's anti-bullying measures through their role as a '*bully-buster*'. These measures, together with a general policy of encouraging leadership from the outset of their school life, promote the acceptance of responsibility as an essential element of maturity. There were no exclusions in the last year.
18. Pupils interact well with adults and each other and a significant number demonstrated a high level of understanding and concern for other pupils. Relationships with both teaching and support staff members were friendly but not overtly affectionate – maintaining an appropriate level of care without casual familiarity.

19. Attendance, above the national average, is very good. Registration procedures are very secure and fully meet statutory requirements. Unauthorised absence is below the national average. A good standard of punctuality ensures that classes commence promptly.
20. The good attitudes and behaviour, together with the very good opportunities the school provides for personal development and the very good attendance rate make a significant impact on pupils' awareness and learning opportunities.

## **HOW WELL ARE PUPILS TAUGHT?**

21. The quality of teaching is good overall. It meets the needs of all pupils, ensures equality of opportunity and has improved since the previous inspection. No unsatisfactory teaching was observed. The quality of teaching in literacy and numeracy across the school, is good overall, although within this, some teaching was very good and a few lessons were excellent. In science, information and communication technology and religious education, teaching is good across the school. It is very good in physical education in Years 1 and 2 and in art and design in Years 3 to 6. In all other subjects it was satisfactory with some good features.
22. The quality of teaching in the reception classes is good overall. This has a positive impact on the children's attainment and enables them to make good progress in many areas of their learning. Teachers are secure in their knowledge and understanding of the children and their needs. The planning of work is thorough and effective. The learning intentions of the activities are clearly expressed in the planning and are shared with the children; all tasks are purposeful and well organised. There are high expectations, routines are well established and the management of children is good. Adults listen with interest to what children have to say and through skilful questioning, develop their knowledge and understanding. There is effective use of well-trained adults to provide good support to both teachers and children. The quality of day-to-day assessment is good; it involves all staff and informs the next stage of learning.
23. Across both key stages, the quality of teaching is good overall, and some very good and excellent teaching was seen, particularly in Years 5 and 6. Teachers have a good command of the subjects to be taught and the planning for lessons specifies the content to be taught to the whole class, to specified groups and to certain individual pupils. Virtually all lessons incorporate appropriately high expectations and challenge for pupils with varying levels of ability. In a minority of English lessons, insufficient challenge was offered to higher-attaining pupils. There are effective links with what pupils have already achieved and new learning makes progressive demands on them. Relationships are very good and pupils are expected to have high standards of behaviour. This was also a particular strength at the time of the last inspection. The use of praise is effective in encouraging pupils to try their hardest and was a particular feature in a Year 5/6 information and communication technology (ICT) lesson. Consequently, pupils made excellent progress in searching their database to find out about creatures in different habitats. Because of the very good relationships pupils have with their teachers, they are confident in saying when they do not understand and teachers are equally confident in acknowledging this and offering to reinforce areas which some pupils find difficult. A good example was seen in a Year 1/2 mathematics lesson, where pupils were learning about clockwise and anti-clockwise moves. When asked to report back on their tasks, they were confident enough to say whether they found the task difficult or easy. Detailed lesson plans are drawn up and agreed by teachers in each team. Overall, these are interpreted well and, as a result, pupils are offered the same learning experiences within parallel classes.

24. Pupils demonstrate good attitudes to their work and most are keen to complete work in line with teachers' expectations within set time limits. A significant strength of the good and better teaching is the sharing of the aims of lessons with the pupils. This enables them to have a clear understanding of what is to be covered during the session and for them to recognise what they have learned by the end. Not all teachers share these on a regular basis with their class, at the beginning of each lesson, and consequently, pupils are not helped to understand what they have learned and what they need to know next. In most lessons the pace is brisk, and resources, grouping of pupils and adult assistance are all well managed and are used to promote the learning of specific knowledge or skills and to keep pupils on task. Teachers know their pupils very well and their lesson planning also identifies how particular aspects of the work will be assessed and the evidence that will be gathered in order to measure attainment and progress. There is often good use made of appropriate subject-related vocabulary; for example, in a Year 3/4 science lesson on thermal insulators where the teacher reinforced the words 'insulators' and 'conductors', and the pupils linked this learning with previous work on electrical circuits. As a result, this lesson made a good contribution to pupils' developing literacy skills. Appropriate homework, particularly reading, is set and caters for pupils of differing abilities.
25. Points for further development in otherwise satisfactory teaching relate to the pace of lessons, which is not always brisk enough to ensure that all pupils remain on task. Whilst question and answer sessions at the beginning and end of lessons are usually used well by teachers to assess pupils' learning, where teaching is less effective this does not happen and leads to sessions where the teacher imparts knowledge rather than eliciting it from pupils. Consequently, it is ineffective in identifying what progress individual pupils have made and how the methods and content for the next lesson need to be adjusted as a result. A further weakness lies in the setting of work with no indication from the teacher as to how long the task is to take. Therefore, pupils are setting the pace of the lesson and their learning, which has a negative effect on the progress made. When marking pupils' work, teachers are constructive and their comments are often sufficiently diagnostic to help pupils know what they have done well and what they need to work on to improve. However, marking does not consistently refer to the learning intentions of the lesson.
26. The quality of teaching for pupils with special educational needs is good. This is because teachers are fully involved in writing well-constructed individual education plans and brief teaching assistants well each day. The specialist teacher and well-trained teaching assistants provide invaluable support with small groups withdrawn for additional literacy support. A well-planned programme of work helps pupils catch up with reading strategies that they have not previously understood.
27. Across the school, there are good quality, long-term written curriculum plans to provide a framework for teachers' lesson planning and ensure progression across and through year groups. The majority of teaching meets the learning needs of pupils with different ability levels and is at its best for lower-attaining pupils. On occasions, although teachers' lesson planning highlights the needs of higher-attaining pupils, activities offered for extension work are not always challenging enough. Across the school, there is good development of literacy skills and these are taught effectively, with a specific emphasis on phonic skills. The numeracy sessions are often very well taught and teachers question pupils carefully to check their understanding of the work covered. The use of teaching assistants to support pupils in their learning is good in the majority of classes.



28. Teachers' use of information and communication technology to support other subjects is good. Opportunities to develop this area are included effectively in teachers' lesson planning and as a result pupils make good progress throughout their time in the school.

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

29. A major focus of the school is the development and maintenance of a curriculum, which both fulfils statutory requirements and makes learning relevant and accessible to pupils. By careful planning the school succeeds in covering all subjects while making effective links between areas of learning. Pupils certainly receive a curriculum that is very good in terms of breadth, balance and relevance. An example, among many, of this cross-curricular approach was observed in Year 5/6 classes during the inspection. Pupils were studying animal classification in science. Their results and observations were recorded using a range of information and communication technology. Literacy texts used during the period and a range of art activities reflected the focus on the natural world. Geography skills were developed in making sketch maps of different habitats in the school grounds and were extended to the study of an area rich in wildlife, the Norfolk Broads, which was the focus for a five-day residential visit.
30. The time allocated to the different areas of the curriculum is satisfactory. The school maintains an appropriate focus on the teaching of core subjects. Strategies for teaching literacy and numeracy skills are good. Procedures for the monitoring of pupils' academic performance are also good. The school has developed procedures to monitor the progress of pupils in the core subjects. Implementation of this system is helping the school to analyse and target better aspects of underachievement to further raise standards. The procedures for planning and assessing the curriculum and its impact have improved since the last inspection. At that time there were no schemes of work for a number of subjects and these have all been developed. There was also a lack of assessment procedures for matching pupils' work to the level expected in the curriculum. This has now been completed well and teachers have a detailed knowledge of the small intermediate levels pupils have to achieve to make progress.
31. The school is fully inclusive and pupils are well supported. The curriculum provided for pupils with special educational needs is good throughout the school. Pupils' needs are identified at an early stage and good quality individual education plans ensure that they make good progress. These plans are shared with the teaching assistants who provide good support for pupils. These pupils take a full part in lessons and are only withdrawn for additional reading. Their individual education plans have appropriate medium and long-term targets. Class teachers and teaching assistants are involved in the writing of the plans and the setting of targets.
32. The provision for extra-curricular activities is very good. Among many clubs are ones for computer, maths, storytime, French, football, netball, athletics, dance, cricket and various aspects of music and art. The school makes good use both of staff and outside helpers, including parents, Colchester United Football Club and Premier Sport, for tennis tuition, to ensure this provision. The community, in fact, makes a very good contribution to pupils' learning. The outstandingly rich environment of the school grounds has been developed through extensive partnership with parents, local businesses and artists. The quality of these community links has led to the school receiving a Schools Curriculum Award for 2002. Links with partner institutions, other primary schools and the local High School are good, a feature being the regular Arts Weeks, which have left a lasting legacy in the school, with high quality works of art both inside and outside the building. There is a comprehensive series of educational outings

that include many to support local studies and to broaden a range of curriculum areas. For example, pupils in Years 5/6 visited the Tower of London as part of their topic on the Tudors, while infants visited Framlingham Castle to support their work on buildings.

33. Although the school has identified the need to write a policy for personal, social and health education, overall provision in this area is good. Governors have approved policies for sex education, which is taught as a discrete unit in Years 5 and 6 and within general work in the younger classes. There are also policies for drugs and anti-racism. The latter underlines the need for all members of the school community to value each other as individuals and avoid stereotypes. This policy evolves into practice to the extent that this is an inclusive school. Teachers and teaching assistants plan together to include everyone in classroom activities. A good example of this was in a physical education lesson in a Year 1/2 class. The teaching assistant worked alongside a boy with a hip problem throughout, suggesting ways in which he could adapt the teacher's instructions to fulfil the same tasks as others. At one point in the lesson, pupils were working in pairs but at this stage the boy with the hip problem was too tired to continue: the teaching assistant then turned her attention to the boy's partner and worked with him so that he wouldn't be left out.
34. Provision for the spiritual development of pupils is very good. The school has identified opportunities across the curriculum where pupils can reflect upon their experiences and also provides a setting and curriculum where they can express awe and wonder. The opportunity for reflection was seen in a number of lessons. In a religious education lesson in Years 5/6, for example, the teacher very confidently interrupted the planned content of the session when one pupil remarked that he had had a dream about his cat who had died recently. This led to a very sensitive discussion about coming to terms with death. The teacher then skilfully led pupils back to the subject of the lesson that had included the Angel of Death visiting the houses of the Egyptians in the Passover story. The first whole school assembly of the inspection week was about awe and wonder and gave an opportunity for pupils to show what they understood by the concept. There were very sensible reflections by a number of pupils, some of them still infants. The artwork around the school and the beautifully laid out grounds also provide opportunities for quiet reflection and stimulation. In all the acts of worship seen, pupils responded well to the opportunity for stillness. This aspect is also seen in some lessons. In a Year 1/2 physical education lesson, for example, the teacher invited pupils to sit still and visualise how they might perform a gymnastics sequence with the poise and control of a Year 6 pupil. This had a beneficial effect on their subsequent performance.
35. Provision for moral and social development is also very good and these two aspects are closely related in the school. Pupils contribute to the running of the school and the development of a moral code, which promotes sociable behaviour. The "Bully Busters" scheme promotes active citizenship as pupils vote for those who will take up the role. Pupils also select the members of the long established School Council that has a direct input into the developing of policies and priorities for the school. A further aspect, which shows pupils involved in the moral and social agenda of the school, is the "Playground Buddy Scheme" which helps to ensure that individuals do not become isolated and unhappy during breaktime. Pupils have increasing responsibilities as they move up the school, particularly when they reach Year 6. A different set of pupils each week takes on helping roles and they report back to whole school assemblies on their success or difficulties. Pupils co-operate well in lessons and the use of partner work and discussion is impressive with pupils staying on task and reporting back on the views of their partner. Each class also develops its own set of rules based around the three

school rules. All adults in the school set an example of care, courtesy and respect when dealing with each other and pupils.

36. The provision for cultural development is good. In particular, pupils are given a very sound insight into aspects of their own culture. A large amount of work uses the local environment as a focus, with local history studies being a starting point in a large number of curriculum areas. In one physical education lesson in Years 1 and 2, the teacher skilfully taught aspects of English Country Dance that stressed poise and respect for heritage. The main focus for work about “other” cultures is through religious education, in which the school is well resourced to give pupils an insight into other religions. There are also visitors from other faiths. The school has a bank of literacy resources to raise the moral aspects of identity, similarities and difference. The school supports a pupil in Africa and pupils correspond by e-mail and letter with others in Nairobi and Coggeshall school, Rhode Island. Systematic awareness raising of the issue in all aspects of the curriculum would help teachers to increase pupils’ understanding of the multi-ethnic/cultural nature of the society in which they live.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. The school takes very good care of its pupils. Teaching and members of the support staff have a thorough understanding of each pupil’s educational and personal development needs, and use this knowledge effectively to strive to achieve the best possible outcome for them. The warm, friendly, family atmosphere of the school is valued and nurtured by both staff and parents, and their close connections sustain this ethos. Pupils respond well to their teachers and other staff members and their relationships are characterised by co-operation and consideration.
38. There is a very good child protection policy that follows local authority guidelines. The head teacher is the named person and the procedures to report matters of concern to him are well understood, secure and properly acknowledged on receipt. The regular formal meetings initiated by the headteacher, together with his informal customary day-to-day contact with pupils and staff, ensure a safe and sound environment for learning and personal development.
39. The Health and Safety policy of the school is well met in practice. Regular risk assessments are made and recorded and matters of concern dealt with promptly either by the Site Manager or the appropriate contractor. Fire precautions are sound and drills well rehearsed: the provider properly checks equipment annually. First Aid provision is very good, with all staff members currently holding a first level certificate.
40. Registration, monitoring procedures and attendance records are very good. The follow-up measures undertaken by the office manager and school secretary are rigorous and give further reassurance to parents concerning their children’s safety. Teachers and support staff have a good knowledge of the individual circumstances of the pupils. Registers and registration procedures meet statutory requirements. The attendance rate, which is above the national average, reflects the value and impact of these measures.
41. The school places great value in caring for its pupils in both personal and academic matters and provides a safe environment, free from bullying and other oppressive behaviour. Very good support initiatives are in place to maintain this situation. This helps pupils make good progress, increases their confidence and self-esteem and develops their sense of responsibility. Pupils are at ease with adults in the school and appear very comfortable in approaching them with their concerns. Assemblies and

lessons, together with notices and impressive displays throughout the school, are used effectively to reinforce the school's core values of good behaviour, care for others and the development of personal responsibility.

42. The pleasant atmosphere of the school, enhanced by well-presented premises and attractive, clean and safe grounds reflect well on the site manager's professionalism. Overall the school is a safe environment in which pupils make good personal and academic progress.
43. The procedures for assessing pupils' attainment and progress and the use of assessment information to guide curriculum planning are good. Pupils' understanding at the end of a topic or theme in English, mathematics and science are assessed well and this contributes to their improved achievement in these subjects. In English and mathematics good use is made by teachers of daily assessment, against the specific learning objectives of a lesson, to inform their planning and to match work to the different ability groups within a class. This also informs the use and organisation of Year 3/4 and Year 5/6 ability sets in numeracy. Assessment is also used well to set specific individual targets for pupils, which are regularly monitored and reassessed and used to predict pupils' attainment in the National Curriculum standardised assessment tests at the end of Year 2 and Year 6. In all other subjects, teachers assess pupils' understanding at the end of a theme or topic. In the best practice, teachers record pupils' understanding against the objectives for the lesson or topic, whereas some teachers only record coverage in a subject, or make general comments about the attitudes and enjoyment of the pupils.
44. The use of data provided by the local education authority to analyse national, local and school results in English, mathematics and science is also good. The headteacher and the assessment co-ordinator analyse effectively the pupils' results by gender, age and background, using school and local education authority data. Good use is made of the information to identify any pupils or groups of pupils who are not making the expected progress. Good support is then provided; for example, through additional support in class, set groupings or individual programmes of work. Good use is also made of the information to identify areas of strengths and relative weaknesses in the subjects. This leads to an effective adjustment being made to the curriculum in order to raise standards.
45. Pupils with special educational needs have plans that are regularly reviewed on a twice-yearly basis. These reviews are between the co-ordinator, the class teacher and parents. On these occasions, present targets are reviewed and new targets agreed. Provision for pupils with a statement of educational need clearly identifies their needs.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

46. Parents were in general agreement that the school has a very pleasing atmosphere and that it effectively helps their children become more aware and responsible. It also provides a good standard of education, satisfying the majority of pupils' individual needs and ability.
47. They consider that the openness of the staff, their helpfulness in both academic and personal matters and the strong links between the school and the local community have created a mutually supportive position that benefits pupils' development. Inspectors' findings show that a minority concern regarding pupils' behaviour did not have a significant impact on the school's ability to address the personal and educational needs of the majority of its pupils.

48. The school has very good links with parents. An extensive range of meetings both formal and social, together with an active Parents' Association, ensures regular and useful contact between staff and parents and between parents themselves, who find them a useful opportunity for sharing mutual concerns and problems. Additionally, the association provides valuable financial assistance to the school through its fund-raising activities. The social links are numerous and diverse: an annual – and increasingly popular – firework display, barbeques, summer fair, treasure hunts and quiz nights, together with established links to the local church. The school places great importance in the involvement of parents. Parents also make a very good and constructive contribution to its well being by helping in classrooms and assisting in extra-curricular activities.
49. The information that the school provides for parents is good. The school's brochure, general newsletters, the comprehensive written annual reports and regular contact underpin a commitment by the headteacher to provide relevant information and deliver a supportive, caring environment with an emphasis on good standards of education and personal development.
50. The annual report of the governing body fulfils statutory requirements and is a well-presented, quality document. The vitality and commitment of the chair of the governing body further ensures that parents are kept informed on a comprehensive range of issues that affect their children.
51. These measures, together with the close relationships that are a clear feature of the school, ensure continuing strong bonds with parents and vindicate their very good views of it.
52. The school contacts all parents with children on the special educational needs register and meetings are generally well attended. At the moment, the educational welfare service is not involved with parents who do not attend. Parents also have the opportunity to attend regular consultative meets with the class teacher. These meetings are on a twice-yearly basis. There are also informal meeting for pupils who are causing concern.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

53. The leadership and management of the school are very good. All key members of staff are effective in their leadership and management roles and make a positive contribution to the very good management of the school. The headteacher provides very clear educational direction to the school and shares the responsibility of improving standards with the staff and governors. As a result, there is a shared commitment and capacity to succeed by all who work in the school. He has also established very good relationships in the local community and the school. As a result, there is a high level of commitment from parents, many of whom help in the school. The procedures for determining priorities of the school have been improved to ensure that raising standards is the basis of improvement. The school has established a good assessment system to support staff in both tracking pupils' progress and revising school targets to ensure that pupils are challenged to improve on their previous best.
54. The system for monitoring and evaluating teaching has been effective in the past in raising the quality of learning. However, since the school has linked the monitoring of teaching and learning with Performance Management, the senior management team is not sharing identified strengths of individual teachers with their colleagues to assist

further improvements in the quality of all teachers' work. There are some very talented teachers in the school who are not used as role models in order to raise the standard of all teaching to that of the best seen during inspection. Whilst the school states that literacy and numeracy are monitored, the emphasis has been on the implementation of these initiatives rather than on the quality of teaching. Some co-ordinators are not yet fulfilling effectively their role in monitoring teaching and learning and evaluating standards in their subjects.

55. The co-ordinator for special educational needs, who has been in post for one year, works part-time, a day and a half per week. She has a clear grasp of all the issues and is fully aware of the latest initiatives, for example, the new Code of Practice for pupils with special educational needs. The school has a strong commitment to these pupils. The governor appointed to monitor special needs also works in the school and is part of the team of four learning assistants who have attended courses for support of pupils with special educational needs, in particular learning and behavioural issues. The co-ordinator has a good working relationship with all the visiting agencies, for example, the educational psychologist, who is at present working hard to clear the backlog of referrals. Funding for these pupils is appropriately used and monitored.
56. The school improvement plan reviews effectively the aims of the school and sets out the long-term strategic view of staff and governors, as well as short and medium-term priorities. The plan is presented in a clear format with initiatives aimed at improving standards, particularly that of boys' writing. All staff, parents and governors have the opportunity to make an input to school development planning and policy development. Financial management is good and is effectively supported by the school's high quality administrative staff. Information and communication technology is used effectively to support financial planning and the school monitors regular budget statements. The school makes appropriate efforts to seek best value when purchasing goods and services, and all specific grants are used appropriately for their intended purpose.
57. The governing body is effective in carrying out its statutory duties. It is clear about its role to ensure that pupils in the school receive a good education and that the school continues to strive to raise standards. It is well organised, in that relevant committees have been set up to carry out its statutory duties. It has a rolling programme of reviewing subjects, and governors receive reports from the headteacher and subject co-ordinators. Governors are becoming involved in the monitoring of performance management and have fulfilled their statutory duty in terms of performance review of the headteacher. The headteacher encourages governors to take an active role in the management of the school and they now have an improved, long-term strategic view of the school. He also ensures that they are well informed through formal reports at governors' meetings where they are able to raise questions; they make regular visits to ensure the school's activities are monitored effectively.
58. The school is suitably staffed for the numbers on roll with well-qualified and committed teachers, ably assisted by the well-trained teaching assistants. Performance management is well-organised and professional interviews viewed as a valuable experience by teaching staff. The school's accommodation is used well. The site manager and friendly administration staff make a positive contribution to the smooth running of the school. The school's aims of improving standards and providing a caring community are reflected effectively in the work of the school and, as a result, the school provides good value for money.
59. The school has good resources to support teaching in literacy and numeracy. They are very good for art and design and good for reception children, science, design and

technology, information and communication technology, music, physical education and religious education. Resources for geography and history are satisfactory. Materials to assist those teaching pupils with special educational needs are also good. The library is well stocked and organised, accessible to all pupils and books on the traditions and cultures of other religions and countries are well represented.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

60. In order to build on the existing standards in the school, the governors, headteacher and staff should:

- (1) Ensure that all teaching consistently matches the best seen during inspection by:
  - celebrating and sharing teachers' existing strengths;
  - monitoring teaching and offering further support where necessary. (Paragraphs: 24, 26 and 54)
- (2) Continue to raise the quality of pupils' writing by the end of KS2, as already highlighted in the school's improvement plan, by:
  - increasing opportunities, across the curriculum, to practise and transfer, the skills learned in literacy lessons. (Paragraphs: 76 and 93)
- (3) Ensure that the scheme of work for children in the Foundation Stage, as already highlighted in the school's improvement plan, fully addresses the Early Learning Goals. (Paragraph: 62)

In addition to the key issues above, the following minor area for development should be considered for inclusion in the action plan.

- (1) Ensure that all co-ordinators monitor teaching and learning in order that they have a good understanding of the strengths and areas for development in their subjects. (Paragraphs: 54 and 95)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	16	26	12	0	0	0
Percentage	5	28	45	21	0	0	0

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

### 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)	N/a	275
Number of full-time pupils known to be eligible for free school meals	N/a	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	2
Number of pupils on the school's special educational needs register	N/a	53

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5.4

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.6
---------------------------	-----

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	23	18	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	23
	Girls	18	18	18
	Total	38	39	41
Percentage of pupils at NC level 2 or above	School	93 (88)	95 (76)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	23
	Girls	18	18	18
	Total	40	40	41
Percentage of pupils at NC level 2 or above	School	98 (83)	98 (90)	100 (98)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	25	30	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	22	25
	Girls	24	25	28
	Total	40	47	53
Percentage of pupils at NC level 4 or above	School	73 (81)	85 (71)	96 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	25
	Girls	26	25	27
	Total	46	48	52
Percentage of pupils at NC level 4 or above	School	84 (79)	87 (77)	95 (79)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	1
Chinese	0
White	250
Any other minority ethnic group	3

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	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)	11.3
Number of pupils per qualified teacher	24.3
Average class size	27.5

#### **Education support staff: YR – Y6**

Total number of education support staff	13
Total aggregate hours worked per week	192.25

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/1
	£
Total income	579,257
Total expenditure	563,342
Expenditure per pupil	1,950
Balance brought forward from previous year	14,938
Balance carried forward to next year	30,853

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	275
Number of questionnaires returned	127

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	41	9	2	0
My child is making good progress in school.	37	52	6	1	4
Behaviour in the school is good.	20	63	10	2	5
My child gets the right amount of work to do at home.	17	67	13	1	2
The teaching is good.	44	48	3	0	5
I am kept well informed about how my child is getting on.	33	48	15	2	2
I would feel comfortable about approaching the school with questions or a problem.	68	29	2	1	0
The school expects my child to work hard and achieve his or her best.	40	52	4	0	4
The school works closely with parents.	33	56	6	2	3
The school is well led and managed.	38	47	9	2	4
The school is helping my child become mature and responsible.	38	55	2	2	3
The school provides an interesting range of activities outside lessons.	40	51	6	2	1

## **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**

61. Children are admitted to the reception class as rising-fives at the start of each term, with some older children in a mixed reception and Year 1 class. There is a wide spread of ability, but the great majority of children start with skills, which are average for their age. This is confirmed by the initial assessments carried out by the staff. There are good home/school links initiated through a series of visits in which children are able to take part in play sessions and meet their teacher before they start school. By the end of the reception year, attainment in some aspects of communication, language and literacy and knowledge and understanding of the world are good, and children attain standards beyond those expected nationally of children by the time they enter Year 1. In personal, social and emotional development, mathematical, creative and physical development, standards are satisfactory and are in line with expectations for children of this age. Children with special educational needs make satisfactory progress against their targets.
62. At present planning for children in the reception classes is based mainly on National Curriculum requirements. As a result, it is not entirely suited to meet the needs of the majority of children when they first come into school. Staff in the two classes are aware of the need to take account of the requirements for the Foundation Stage. In this way, the youngest children would have a programme more suited to meet their needs, in addition to the rich curriculum experiences already provided in both classes. Activities and resources are used effectively to promote learning suitable for boys and girls and there is good provision for those with special educational needs.
63. Teachers know their children well. They make unobtrusive assessments on a daily basis. These are shared regularly and used successfully to help to plan the next day's activities. Parents are welcomed into the classrooms to discuss their child's progress and achievements at the start or end of each day's session. They also receive a written report on their child's progress and the comprehensive records that are kept are shared with them. They appreciate the efforts made to keep them informed and to encourage their full participation in their children's learning.

### **Personal, social and emotional development**

64. The quality of teaching is sound and results in the children making satisfactory progress in this area of learning. Teachers establish good relationships with the children and ensure that they are happy and secure in their relationships with one another. Good use is made of praise, encouragement and explanations to promote children's self-confidence. Teachers ensure that children are frequently reminded to keep to expected standards of behaviour. They understand that there are rules and they usually obey them, at the same time understanding right from wrong. To help them develop socially, the children are taught to share equipment, follow classroom routines and take turns. In both classes, children are confident in speaking to adults. In both classes, adults promote children's personal development by ensuring that equipment and resources are easily accessible to them. When provided with opportunities to become independent and take the initiative in their choice of activities, children show sustained concentration and work well to complete their tasks satisfactorily. However, a better balance between teacher-directed and child-initiated activities is needed to enable children to become more independent learners. Through

ongoing activities and special celebrations, children are learning about other cultures and traditions.

### **Communication, language and literacy**

65. By the end of the reception year, children have reached standards beyond those expected nationally in listening, reading and writing. Their speaking skills, although satisfactory, are less well developed. The quality of teaching is satisfactory and sometimes good in this area of learning. Children listen attentively to adults and other children when taking part in activities, such as story time and class discussions about their work. They join in enthusiastically with repetitions of well-loved stories and enjoy singing a number of songs and nursery rhymes. Teachers listen to all children carefully and reinforce their positive self-esteem and confidence. However, at present too few activities are planned in the reception class to provide children with opportunities to initiate and take part in discussions, express their own thoughts and explain their ideas and then see them used as a basis for further activities. At present, the literacy hour provides too few chances for children to engage in conversation and discussion of this kind. Instead, children are expected to answer the teacher's questions, and as a result, the development of their speaking skills is more limited.
66. Children are encouraged to read and write from the moment they start school and in both reception classes the development of children's reading and writing skills is being given high priority. The children enjoy story time and are eager to read to adults. They know how to use simple word-building skills to check unknown words and use picture clues well in order to make sense of the text. Children enjoy learning to read by themselves and are able to retell stories they have read, from pictures and from memory, using many of the correctly remembered phrases. Standards in writing are above average, and all children have the opportunity to write on a regular basis. They write sentences unaided and are confident enough to find the spelling of words they need from other sources in the classrooms. They write their own ideas and stories and then read them to another child or an adult. Only a few children need to have their work written for them by the teacher for them to copy. As a result, children make very good progress in both these areas of learning.

### **Mathematical development**

67. Children's mathematical abilities are very varied when they start their school life. However, they make good progress and are likely to attain at least satisfactory standards, in line with those expected of similar aged children by the time they leave the reception class and move into Year 1 to start the National Curriculum. Good teaching in mathematics in the reception classes helps all children to extend their knowledge and understanding and achieve well. Staff exploit many opportunities to reinforce main teaching points and consolidate and extend mathematical learning thoroughly. A good example of this occurred in a mathematics lesson, when children reinforced their previous learning about 'more and less' by having to say whether they wanted more or less chips in the fish and chip shop. Teachers successfully introduce the more formal activities for mathematics to the children in both classes through the framework for teaching numeracy. The children learn to count, add on and subtract using numbers to twenty with increasing confidence and skill. Many children recognise and write the correct number symbols when writing down their addition and subtraction sums. Children are taught correct mathematical vocabulary, for example, 'longer and shorter'. They use these words correctly when describing the differences between 'Chip' and his 'dad' from a published reading scheme. They match objects one to one,

arrange items in size order, make patterns and comparisons, and solve simple problems in practical situations.

### **Knowledge and understanding of the world**

68. The children enjoy learning in this area. They are likely to achieve the expected standards by the end of their reception year and many will achieve beyond this in some aspects of learning. The quality of teaching for this area is good. Teachers provide a wide variety of materials and resources to stimulate the children's interest in the world around them. This enables the children to make sound progress. When using computers, children use the keyboard and mouse with increasing confidence. By the end of their time in Reception, they have a good knowledge of simple computer terms and follow a sequence of instructions to write words, use different fonts, change the size of the letters and produce labels and captions. There is an appropriate range of other suitable technology equipment such as tape recorders, which are used to support the children's learning. In both classes, teachers provide opportunities for children to use magnifiers to look closely at flowers and leaves. They plant bulbs and seeds indoors and outside and know that water and light is needed for plant growth. Children identify their stages of growth from a baby, talk about themselves and explain why they have bones and understand the importance of healthy eating. Opportunities are provided for children to talk about their homes and families, old and new buildings and past and present events, in order for them to develop an understanding of the differences and similarities between past and present times. They develop their geographical skills well by learning about the school grounds, and buildings they see in the locality and the wider world beyond. Children in both classes build with a range of construction toys. Children build structures using blocks and other construction kits, and know how substances, such as play-dough, behave when poured or moulded. Displays in and around the classrooms help children to develop a respect for other cultures and beliefs.

### **Creative development**

69. Teaching is satisfactory, children make sound progress and their attainment in creative development is broadly in line with expectations for their age by the end of their reception year. The children have an appropriate range of opportunities to develop their creative skills. They develop in confidence as they try out new ideas, with adults working alongside them, talking to them about their work and introducing appropriate vocabulary. They apply paint in imaginative ways to produce patterns, pictures and prints, which they are pleased to share with others. They use crayons and pens skilfully. Children readily initiate drama activities in the role-play areas, which help to capture their imagination and add a great deal to their all round development. They sing songs and nursery rhymes with enthusiasm. They listen and respond well to music and have good listening skills. They follow a tune, clap different rhythms, sing well and join in with appropriate actions. Children express their feelings with growing confidence and skill through drawing, painting, imaginative play and music.

### **Physical development**

70. Children's attainment in physical development is satisfactory, as a result of the sound teaching they receive. Teachers design activities effectively to help promote the well-being of the children and to support their physical development. Indoors, children move around the classrooms confidently. Teachers ensure that activities are designed to enable children to work at different heights, for example, on the floor, at tables, while standing and moving. Children handle jigsaws, construction kits, writing and drawing



pencils and tools, and manipulate materials, such as dough, with increasing precision and fine hand and finger control. They develop satisfactory skills, using scissors with confidence and skill. Since the last inspection, the facilities for the outside area have been developed and there is now a satisfactory range of wheeled vehicles and small apparatus. All these activities help children develop their physical skills, control of their bodies and awareness of space and direction. Staff encourage children to gain confidence by using all the space and equipment imaginatively, without pressurising the less confident children to attempt more than they are ready to do. Safety procedures are good. Children take part in and enjoy physical play and are likely to achieve the Early Learning Goal in this area by the time they enter Year 1.

## ENGLISH

71. At the age of seven, standards in reading are above the level normally seen. Higher-attaining pupils read with expression, altering the tone of their voice when reading speech. Pupils who are less fluent readers have developed sound phonic knowledge, through well-focused teaching. They use this understanding to work out unfamiliar words or use other strategies such as picture clues to work out the meaning. Although the texts they are reading are not as complex as those used by the higher-attaining pupils, they read with understanding and successfully predict what might happen in the story. They know the difference between fiction and non-fiction and are able to sequence stories correctly. Regular reading sessions in school and at home all contribute to pupils' progress. One higher-attaining pupil read very fluently and talked with enthusiasm about the Harry Potter books he had read.
72. Pupils continue to make good progress with their reading and, by the time they reach age 11, their overall standard is good. Higher-attaining pupils read independently and with expression and talk at some length about the books they had read. An example of this was a pupil reading the Lord of the Rings who explained the plot and described in detail all the main characters in the story. Average pupils read with understanding, observe punctuation but their preferred reading is mainly for information, in particular boys. Although these pupils are encouraged to read widely they are less enthusiastic about their reading. However, they discuss the books they have read and their preferred authors. Pupils select books from the library and are aware of the Dewey classification system. However, the guidelines to help pupils identify books in different categories are not clear for the younger pupils. They have sound reference skills and are confident users of dictionaries and reference books. Pupils with special educational needs make good progress with the benefit of additional in-class support from learning assistants and pupils who 'buddy' less confident readers. Attainment in reading has improved since the previous inspection.
73. At the age of seven, pupils' speaking skills are well established. They are given many opportunities to express themselves and are prepared to talk with interest about topics. For example, in a Year 2 class, pupils explained clearly to the class what it was like to live in a castle many years ago and how they kept themselves warm. Teachers and learning assistants give pupils who are reluctant to speak, opportunities to express their ideas in other situations, for example in small groups or on a one-to-one basis. Pupils' listening skills are good. They listen carefully to the teacher's instructions. This was most noticeable during a writing session. Here, pupils had a clear understanding of the task and settled quickly to their work. During plenary sessions, pupils listened quietly to the contributions of others and waited their turn to respond.
74. Listening skills continue to be a strength at Key Stage 2. Pupils listen carefully to teachers and to the contributions of other pupils during discussion or plenary sessions.

A good example of this was in a Year 6 story writing session where pupils listened with interest whilst other pupils read their stories and responded by applauding good work. Speaking skills, however, are not as well developed. Although teachers use skilful questioning during lessons to encourage pupils to speak, the response is often slow and there is a reluctance to speak unless directly approached. There are, however, exceptions to this, with some pupils speaking clearly and engaging in extended conversations with clarity, either in the classroom or to a larger audience.

75. In work seen during the inspection, the standard pupils' writing at age seven is at the level expected. Pupils write for a range of purposes to include simple stories and writing for different audiences. Pupils' work is generally well presented and the majority of pupils uses joined, well-formed writing that is appropriately formed. The teaching of writing is developed systematically. There is an emphasis on drafting of work and teachers help to improve the quality by helping pupils to choose vocabulary. Pupils write short sentences that are in the correct sequence, using full stops, capital letters and commas to separate their ideas. Spelling is generally correct, with pupils using their phonic knowledge to help with spellings. Words that are incorrectly spelt are recognisable. Higher-attaining pupils understand speech marks and use them accurately in their written work.
76. The standard of writing for eleven-year-old pupils is not as good as it should be. The school is aware that standards in writing are not high enough and the emphasis that the school has placed on the raising of standards is beginning to have an impact. The literacy lessons focus well on all aspects of writing, encouraging pupils to write in a range of styles to include writing for a particular audience, persuasive writing and formal writing such as instructions. This work is usually grammatically correct and well presented and the punctuation is generally accurate. These learned skills however are not transferred to other subjects in the curriculum, where pupils have limited opportunities to practise them. The sample of re-drafted work, written out in best, in individual topic books is of good quality and pupils are proud of their efforts. An example of this was a pupil describing life on a Tudor ship, using vocabulary such as squalid and treacherous with understanding. However, other work, for example, note making and recording of facts often lacks attention to paragraphing and the approach to punctuation is careless. There is limited evidence of this work having been re-drafted to improve unless chosen for topic books. Occasionally, the work placed in best books is exactly the same as the draft copy, with limited signs of improvement. Pupils with special educational needs make good progress with the benefit of additional in-class support from learning assistants and achieve appropriate set targets. Attainment has been maintained since the previous inspection.
77. Pupils have a positive approach to the subject and are anxious to improve. Their behaviour is always good and they settle to work quickly and with interest. Pupils are lively and keen to contribute to lessons and are collaborative during group work. Good examples were seen of higher-attaining pupils 'buddying' those less confident, particularly with the shared reading sessions.
78. The overall quality of teaching is good, a proportion very good. No unsatisfactory teaching was observed during the inspection. A particular strength of the teaching is the very good management of pupils allowing pupils to comment during discussions with the minimum of interruption, contributing to their listening and speaking development. Lessons are generally well planned with clear objectives but there are occasions when the work for higher-attaining pupils is not clearly identified. In most lessons observed the objectives of the lesson were made clear to pupils either by writing them on the board or pupils writing them in their books. Although lessons

conclude with a plenary, these objectives were not always revisited to ascertain pupils' progress and understanding. Where they were referred to, pupils had a clear understanding of how future work could be improved. Teaching is better when there are frequent stops during the lesson and pupils are given time targets. This was most noticeable in a Year 6 class. Here pupils were able to talk about the vocabulary they had used and suggest ways in which the work of others could be improved. The outcome of this was that pupils' descriptive work improved with some lively and powerful opening sentences. Teachers know their pupils well; relationships are good; pupils readily ask for help and therefore contribute to their progress. The use of individual target-setting is helping to give pupils something to aim for and to improve their work. This approach however is not consistent. Pupils talk about their targets and have a clear understanding how to achieve them. Procedures and practice in assessing and monitoring pupils work are sound. Learning assistants provide good support for pupils with special educational needs and make a good contribution to their progress. The quality of teaching has been maintained since the previous inspection.

79. The management of the subject is good. The co-ordinator has had responsibility for the subject for one year but during this time she has monitored teaching and has a clear view about the raising of standards, in particular boys. To this end, additional books have been purchased for the library and classroom reading resources have been increased that are more 'boy orientated'. The assessment procedures are good and are used well to focus on areas that need improvement. Regular testing and completing standardised tests are contributing to pupils' progress.
80. The improvement since the previous inspection has been good. Standards have been raised since the previous inspection. Planning has improved and better use is made of assessment.

## **MATHEMATICS**

81. The present Year 2 and Year 6 pupils demonstrate above average attainment in all aspects of mathematics. They are well on course to exceed national averages in end of Key Stage 1 and 2 tests and reach the challenging targets set for them by the school and the local education authority. The current Year 6 pupils achieved above average levels of attainment in their 1997 national tests at the end of Key Stage 1. There is no significant difference in the attainment of boys and girls. Standards have improved since the previous inspection.
82. The pupils in Key Stage 1 are developing good mathematical vocabulary, which reflects the care taken by the teachers to use appropriate terminology: this also makes a good contribution to their developing literacy skills. Year 1 pupils measure accurately and confidently use terms such as *longer*, *shorter* and *same as*. In Year 2, pupils confidently use the language of multiplication as they double and add on numbers. Most pupils are confident at rounding up or down to the nearest ten, can halve and double numbers up to fifty and are able to identify the multiples of three, five and ten. The language and understanding of shape and pattern are well taught throughout the key stage and, by Year 2, pupils are familiar with the basic properties of a square, rectangle, triangle, circle, pentagon and hexagon. They learn to measure length using centimetres and metres and, through using halves and quarters, begin to understand the concept of time.
83. Understanding of place value continues to be extended throughout Key Stage 2 as pupils become more confident with adding, subtracting, multiplying and dividing increasingly large numbers. They continue to build on work already covered in shape,

space and measuring and learn to construct triangles, rectangles and circles with increasing accuracy. The pupils are given the opportunity to explain the methods by which they arrive at their answers and explore how to solve problems using mathematical skills. Whilst problem solving is beginning to feature in the planned work for many classes not all pupils have enough opportunities to work independently in this area.

84. The quality of teaching is good overall. As a result, pupils are making good progress with their learning at the end of Key Stages 1 and 2. In the best lessons, teachers communicate the learning intentions explicitly and refer to them at regular intervals during the lesson in order to check what the pupils have done and learnt. The plenary sessions in the lessons are impressive and teachers check what the pupils have done and learnt in the lesson and elicit from them what they need to do to extend their mathematical knowledge, understanding and skills. The quality of teaching in these lessons is very good and the teachers demonstrate very good subject knowledge. The lessons build progressively on the objectives introduced earlier in the week. In a high quality Year 6 lesson the teacher had the learning objective written on the whiteboard and made constant reference to it in order to consolidate a challenging idea in data handling. Very high expectations challenged the pupils appropriately. The teacher's questions required them to draw on their experiences and apply their mathematics to solve problems. Recording enabled the pupils to use a variety of methods that did not totally rely on writing skills. This approach suits pupils with special educational needs well. Pupils make good use of their mathematical skills in subjects such as design and technology, art and design, science and geography and also the use of discussion in mathematics makes a good contribution to pupils' developing literacy skills. Pupils use ICT to construct bar and/or pie charts using data collected in other areas of the curriculum.
85. Pupils' attitudes towards mathematics are good or better throughout the school. They show a positive interest and enthusiasm towards mathematics, behave well in lessons, demonstrating good relationships with peers, teachers and teaching assistants. They show initiative and take responsibility for their work and learning. The very good relationships between staff and pupils help to create a stimulating working environment and a growing interest and enjoyment in the subject.
86. In many lessons teachers give pupils interesting homework challenges, often relating to the lesson or next mathematics lesson. Good examples of marking enable pupils to identify their strengths and weaknesses. Oral marking of work is also good. However, there are few displays of pupils' numeracy work to celebrate achievement.
87. The effective implementation of the national numeracy strategy, with its emphasis on developing pupils' mental calculation skills and understanding of the processes of mathematics, is having an impact on standards at the end of Key Stage 1 and 2. The strategy is helping to improve learning and raise levels of attainment. A numeracy hour is planned daily, based on the four key principles of teaching mathematics; a dedicated mathematics lesson each day, direct teaching and interactive oral work with the whole class and groups, emphasis on mental calculation, and matching the level of work to groups of pupils.

88. The co-ordinator demonstrates very good subject knowledge and has made a significant contribution to the improved standards across the school. Teachers' planning and pupils' work, are monitored on a regular basis. In order to raise standards of attainment, test results are analysed to help the school focus on areas of underachievement and to provide future targets for year groups and individual pupils. Effective assessment procedures and systems to track pupils' progress are in place.

## SCIENCE

89. At the end of Year 2 and Year 6, pupils are attaining standards in line with the national average. At the time of the last inspection, standards were in line with those expected nationally of pupils at ages of seven and 11. However, a scrutiny of pupils' work and lesson observations show that there is likely to be a marked improvement on last year's results, which were below average. The reason for this is the school is now giving increased revision time for science. This is most certainly having an impact; the standards of the current Year 6 cohort are rising.
90. The school has adopted a practical approach to learning so that there are many opportunities for pupils to use their knowledge and carry out science investigations in all classes. Importantly, the school has identified the specific needs of the higher-attaining pupils and teachers are changing what, and how, they teach to help improve standards. Gifted and talented pupils have been identified consistently throughout the school. There is no significant difference between the achievements of boys and girls in science. Pupils with special educational needs are well supported and make appropriate progress. All pupils are suitably included in lessons due to effective use of classroom assistants and the teachers' carefully planned lessons.
91. By the end of Year 2, pupils have a sound knowledge of plants and animals. They identify different living things and their habitats and talk about the conditions needed for their survival. They name the parts of the body and know about the five senses and how they are used. Pupils also have a sound knowledge of physical phenomena such as magnetism and forces. In lessons observed during the inspection, pupils investigated 'push' and 'pull' and were able to deduce that forces can cause objects to change speed or direction.
92. By the end of Year 6, pupils consolidate their knowledge and have a clear understanding of scientific ideas. They carry out detailed observations and the standard of investigative work is above average overall. In Year 3/4 lessons, pupils investigate thermal insulators and conductors. Pupils label clearly diagrams of flowering plants. They demonstrate a clear understanding of the types of habitats in which animals live. They understand the need for fair testing and explain that some materials, such as metals, are good electrical and thermal insulators. Year 5/6 lessons show that pupils have a very clear understanding of the food chains of creatures from different habitats. They are aware of the concept of interdependence. During the inspection, this work led to pupils carrying out investigations into the contents of owl pellets and identifying the bones of the different animals they found.
93. Pupils enjoy their lessons and their attitudes to learning are good. Much of this is achieved by the good relationships teachers have with pupils: the respectful way teachers treat pupils is reciprocated. This was illustrated well in the Year 5/6 lessons about food chains, where the relaxed but purposeful relationships meant that even the more hesitant pupils were interested and keen to do well. Throughout the school, pupils are confident in applying their knowledge to experimental work; they have a broad knowledge, the skills to apply it to scientific enquiry and good understanding. They can

predict what might happen and draw conclusions. Analysis of the National Curriculum tests, for example, and the way pupils answer different questions, show that science investigations are strengths. However, pupils' written work is less well developed, especially in Years 5 and 6. This may partly explain why standards have been below average at the end of Year 6, because at present too few strategies are used to enable all pupils, including higher-attainers, to extend and develop their ideas, and then record and present their results in their own way.

94. The quality of teaching is good throughout the school with some very good teaching seen. A number of strengths account for the good progress pupils make. Teachers often use the introductions of lessons to revise the previous lesson's content and discuss scientific vocabulary, such as 'omnivore' and 'carnivore'. They set challenging tasks for pupils which mean pupils have to think deeply about their work. The sharing of the learning objective at the beginning of the lesson means the pupils are clear about the focus for each session. Teachers use resources imaginatively to make the lessons interesting and relevant. This was seen when pupils used owl pellets to investigate food chains. The good subject knowledge of teachers ensures that pupils develop a clear understanding of the subject. Basic skills of science are effectively taught when pupils are asked to discuss predict outcomes. Teachers use the end of lessons satisfactorily to draw out conclusions about the activities undertaken. Effective management of pupils ensures that they behave well and have good attitudes towards science. The teachers' enthusiasm encourages pupils to concentrate, work co-operatively and volunteer answers keenly.
95. The quality of teaching in classes has not been monitored by the co-ordinator, although she has monitored teachers' planning and the scheme of work. She supports her colleagues well with their planning and checks pupils' work at regular intervals. The school now uses well-organised programmes of study throughout the school. Teachers' subject knowledge and use of open-ended questioning are being developed effectively. There is a satisfactory programme of assessment and pupils' progress is monitored as they move through the school. The subject promotes pupils' literacy skills through the introduction of a science vocabulary and the writing up of scientific activities and knowledge. Numeracy skills are consolidated through data collection and the drawing of graphs associated with pupils' work. Teachers' use of information and communication technology in science is very well established and helps significantly to improve pupils' standards. The subject makes a good contribution to pupils' social development when they work together during practical activities. Pupils spiritual development is also enhanced well through the exciting and intriguing areas studied.

## **ART AND DESIGN**

96. Standards are good throughout the school and by the end of Key Stage 2 many pupils are producing very good work. Although it was only possible to observe one Key Stage 1 lesson during the inspection, scrutiny of work in classrooms and around the school show the pupils working well in a range of media, including clay and observational drawing. There is some particularly attractive pastel work based upon the study of the paintings of Paul Klee, with shapes based upon the study of buildings. This latter work, shows how the work is carefully matched to the topics and themes used to give coherence to the curriculum. In Key Stage 2 the breadth of study is most impressive and pupils' attainment right across the range is very good. For example, in one lesson in Years 5 and 6, one group was drawing very detailed and attractive observations of a barn owl; another was designing and glazing examples of pond life; a third was using scraperboard for the same study and a fourth was producing watercolours. All the pupils showed great patience and application to produce high quality results. As with

Key Stage 1, the pupils all work on subject matter, which relates to their studies in other areas of the curriculum. Work in classrooms and around the school is also of a high standard and includes studies based on the output of famous artists, large scale works produced alongside professional artists and a substantial amount of work using information and communication technology. In one lesson observed in Years 3 and 4, pupils worked confidently on computers to manipulate photographic images of local buildings to illustrate stories that they had written with the title of "Coggeshall Dreams". Among the images they produced were a blurred gravestone for a ghost story, almost cubist effects by altering the brightness and an intriguing picture created by using rotational symmetry.

97. The last inspection also noted good standards but highlighted areas which needed improvement, including the use of information and communication technology, the study of famous artists and the development of planning to ensure the coverage of all aspects of the subject. All these issues have been addressed and the substantial evidence of the breadth of study shows that the subject has improved.
98. All teaching observed was at least good, with the majority of lessons seen at Key Stage 2 judged as very good. A feature of the good lesson observed at Key Stage 1 was the way in which the teacher encouraged pupils to evaluate their own work and to suggest ways in which they might improve. At Key Stage 2, planning and use of resources, allied to good support from teaching assistants and skilled intervention from teachers creates an atmosphere in which pupils set themselves high standards and show high levels of concentration over a long period. The subject knowledge of teachers is very good; for example, one teacher helped Year 5/6 pupils to improve their watercolours by skilfully modelling a range of colour mixing techniques. In each session observed all pupils, including those with special educational needs, were encouraged to succeed and given appropriate support to do so. Teachers also demonstrate throughout lessons their ability to assess pupils' work to help them to progress.
99. A major contribution to the standards in the subject is the richness of work in evidence throughout the whole school environment. There are a large number of works throughout the school produced alongside professional artists, some of very large scale, many of high quality. Exhibiting pupils' own work alongside work of such quality obviously raises the esteem of pupils. The school grounds are also used uniquely to stimulate pupils' imagination, the Giant's Garden and the Maze being just two of a large number of examples. The richness of the environment and quality of work displayed help the spiritual development of pupils by providing opportunities for reflection on beauty, both natural and created. The subject contributes strongly to the social development of pupils, both in the way in which they are encouraged to co-operate in lessons and in the way in which their work is used to enrich the lives of others. The subject also contributes to cultural development with a large number of starting points being aspects of their own culture, the history of their town etc. There was less evidence at the time of the inspection of work stimulated by artists from cultures other than European. The scheme of work introduced since the last inspection has ensured that pupils have more opportunities to develop creativity. Although the co-ordinator does not monitor the teaching of the subject she is able to assess standards from the work on display.

## **DESIGN AND TECHNOLOGY**

100. There were no lessons during the week of the inspection. Judgements about standards are based upon observation of work in classes and display areas, scrutiny of planning and discussions with staff.
101. By the end of Key Stage 1, standards are in line with those expected nationally. Pupils in Years 1 and 2 use materials appropriately to construct models of buildings in Coggeshall. In food-technology, they design pizzas after surveying others to ascertain favourite ingredients. They then cook the item, design and make a box to put them in. The construction of their topic books shows how skills are progressively built upon. The very youngest children have their topic books made for them but, by Years 1 and 2, they are cutting the materials, mounting the work, turning the corners and designing and putting on covers.
102. By the end of Key Stage 2, attainment is also average. Pupils in Years 3 and 4 improve their cutting and making skills and beginning to understand how to make mechanisms which move up and down. An attractive display of chair designs by this age group highlights the process of working. They start by drawing their chairs from different angles before proceeding to construction and evaluating their results. By the end of the age of eleven, pupils respond to a range of imaginative challenges. For example, Year 6 designed imaginary plants with the criteria that the plant had to protect itself from predators, anchor itself, make food, adapt to the climate and reproduce. Some imaginative designs were forthcoming with good accounts from the pupils as to how they adapted their design to fulfil the criteria, and the difficulties they encountered. The pupils' evaluations were presented using a range of information and communication technology, including digital photographs and word processing. Design and technology skills are also developed in some of the imaginative large-scale projects, which are a feature of the school grounds. The Maze was produced as a result of research into mazes around the world and how bricks are made. The latter included a visit to a brick works. The pupils then designed the maze and made models before producing a joint final blueprint, which involved skills in mathematics to work out the number of bricks needed.
103. At the time of the last inspection there was no scheme of work and this has since been produced. The co-ordinator monitors mainly by observation of work done but she has started to use the same tracking procedures as the school uses in the core subjects. This is already helping to identify both age groups within the school where progress is slower and areas within the curriculum which need more coverage. Many of the projects undertaken are by groups or pairs and this assists in the social development of the pupils.

## **GEOGRAPHY**

104. Because of timetable arrangements it was possible to observe only one lesson during the inspection. Judgements therefore are based on an examination of pupils' earlier work, review of documentation and discussions with the co-ordinator and pupils. From this evidence the judgement is that pupils at ages seven and eleven make satisfactory progress and reach the expected standard.
105. Pupils in Year 2 have an awareness of the local area and where places are. They know how the environment changes over time and recognise why certain buildings are close together. For example, they identify why the church and the restaurants in Coggeshall are grouped together. Following a survey of buildings in Coggeshall pupils



recorded their results using information communication technology, presenting their findings in graph form. Pupils are beginning to display mapping skills, drawing maps showing the journeys they have made in the locality, and identifying where they live.

106. Pupils at Key Stage 2 continue to make satisfactory progress and by the time they reach Year 6 have acquired a range of geographical skills. Pupils have appropriate knowledge of the local area and have completed a study of the 'school stream'. On a local visit, pupils looked at the source of the stream using the appropriate vocabulary to describe its flow and the effects that the strong current has on erosion. This knowledge was further developed during a field trip looking at the source of rivers, the flow into estuaries and the effects of coastal erosion. Pupils' mapping skills are well developed. They have sound knowledge of the use of symbols and the need for a key and appropriate shading. Pupils in Years 3 and 4 identify the major changes when comparing an old and an Ordnance Survey map of the local area and give reasons for the changes in the environment, for example why there are more houses today and the need for blacksmiths workshops. This activity gave pupils a clear understanding of the link between geographical and historical changes in the environment. Pupils know about geographical issues beyond the local area. An example of this was a study of Greece. Here pupils researched facts about the island comparing it with London noting the temperature changes and the difference in clothing. This topic also included a study of ancient Greece and the history of the Olympic Games. Pupils with special educational needs make satisfactory progress and achieve appropriate set targets. The attainment is similar to that of the previous inspection.
107. Although only one lesson was observed during the inspection, examples of pupils' work indicate that teaching and learning are satisfactory. The one lesson observed was satisfactory. This lesson was appropriately planned to develop mapping skills to appreciate the difference between pupils' own sketch maps of the school grounds and that of an Ordnance Survey map. They also developed an understanding why compasses do not work accurately in the Coggeshall area. Pupils talk about their work in the subject with enthusiasm and have a recall of the activities completed, in particular the visits. They are eager to show their work and, when talking about the local area, refer frequently to the stimulating displays in classroom areas. The curriculum is broad and balanced and is based on the recommended government schemes of work. It contains all the required elements with an emphasis on local study and fieldwork.
108. The co-ordination of the subject is satisfactory. The re-planned schemes of work are very thorough, providing progression and clear guidance for less confident colleagues. The increased emphasis of planned visits is contributing positively to pupils' progress and their understanding of geographical issues. Assessment procedures have not been identified, although the co-ordinator is aware of this and is in the process of compiling a portfolio of pupils' work. A relative weakness is that there is no systematic monitoring of the quality of teaching. The subject contributes well to pupils' cultural development.

## **HISTORY**

109. Standards are at the level expected for pupils at seven and eleven years old. There are no significant differences in attainment between boys and girls. Pupils with special educational needs make satisfactory progress.
110. By the age of seven, pupils distinguish between past and present and understand that events happen in different periods of time. In a topic about buildings, pupils talked

enthusiastically about their visit to a castle describing the use of a drawbridge and the methods that people used in the past to keep themselves warm. Pupils in Year 1 understand artefacts and that the feel of older objects is different. Pupils use historical sources such as photographs and books to find information. They know that people in the past wrote with quill pens. Pupils however have limited opportunities to develop their descriptive and factual writing.

111. By the time pupils are eleven, they have developed an understanding of a number of periods of history to include those of ancient Egypt, the Tudors and World War II. Pupils' sense of chronology is developed and they use timelines to work out various periods in history. Pupils develop satisfactory knowledge of the periods they study. They know that children of their age were evacuated from their towns and cities to the country and why this was necessary. Pupils in Year 6 learn about Tudor life and compare the lifestyles and the clothes of the rich and poor. They also learn about the life of Henry VIII and his wives. Following a visit to the Globe theatre, pupils compared the difference between an old and a modern theatre. Pupils talked enthusiastically about a Tudor day organised by the school. Pupils in Years 3 and 4, study buildings in the local Coggeshall area and say when they were built and the materials from which they were built.
112. The overall quality of teaching is satisfactory and some of it is good. No unsatisfactory teaching was observed. A strong feature of the teaching is the very good class control. As a result, pupils are well behaved in lessons and relationships among pupils and with their teachers are very good. Pupils show interest in history and have a positive attitude to the subject. Lessons are appropriately planned to fit with cross-curricular topics but there are occasions when the focus of the lesson is not clear and pupils are unsure whether they are studying history or geography. Teaching assistants provide effective support, in particular to those with special educational needs. Teaching is more effective when the tasks are varied and well matched to pupils' needs and additional stimulating extension tasks are provided for the higher-attaining pupils.
113. The co-ordination of the subject is satisfactory. The plans are monitored and the co-ordinator provides support with resources and additional information from the Internet. A strength of the planning is the use of the locality, with regular visits to engender enthusiasm. Assessment is not clearly identified but the co-ordinator has started to collect samples of pupils' work at various levels to provide guidance to colleagues in determining standards. An area for development is the monitoring of the quality of teaching by directly observing lessons.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

114. The previous inspection reported that standards were in line with those expected nationally at the end of Year 2 and Year 6 and pupils made satisfactory progress across the ability range. There has been a considerable improvement in standards since that time. Evidence from lesson observations, the pupils' work in topic books, from displays and scrutiny of the teachers' planning, demonstrate that pupils of all abilities, including those with special educational needs, are attaining above average standards by the end of Year 2 and Year 6. Pupils make good progress across the school.
115. Strengths include the breadth of content, subject planning and in the quality of teaching and learning. Other reasons for pupils' improved standards of attainment are the time-tabled access to the new computer suite and the very good support provided by the subject co-ordinator and her classroom assistant.

116. Building on the good start they receive in the Foundation Stage, pupils in Year 1 are familiar with some of the principal functions of the keyboard and they control the mouse competently. They use some of the tool buttons to change font sizes and style and begin to edit their work. By the end of Year 2, pupils have well-developed word processing skills. They log-on, edit by deleting, use click and drag techniques and save and print out their work. They draw, use LOGO and write labels and captions for the town maps they have produced themselves.
117. Pupils' good progress continues into the upper school. Year 3/4 pupils understand how to represent and then interrogate data they have collected to ask questions and form conclusions about the different habitats of creatures. By the end of Year 6, pupils can word process with confidence and most pupils' typing skills are sufficiently developed to enable them to input text rapidly and accurately. They have a good understanding of the uses of technology in the world and its impact in our daily lives. In one lesson observed during the inspection, the pupils manipulated photographs of the locality to produce artistic images, and make a 'dream sequence'. This challenging task enabled pupils to bring together all their skills and imagination to produce some carefully observed and interesting results of a high standard. There is equal access for boys and girls including those pupils with special educational needs. All pupils are given good access to information and communication technology facilities with sensitive adult help. Higher-attaining pupils show suitable independence in using this technology, and many average and lower-attaining pupils are gaining the confidence to proceed without guidance. Pupils use the Internet to research topics linked with their topic work and their skills in refining the research are developing well.
118. Pupils have very good attitudes to their work in information and communication technology. They are well motivated, confident, apply themselves well and do not waste their time when using computers. They are very co-operative when it is necessary to share computer facilities and freely help each other without prompting. During the periods they were observed, pupils enjoyed the activities and worked well together. They eagerly pass on their knowledge to others when explaining their work. They handle equipment carefully. Pupils are proud of their output and like to see it on display. Older pupils use word processing to present examples of work, and many make use of it with a sense of familiarity as a means of improving the quality and presentation of their writing.
119. Throughout the school, pupils receive good teaching. There are high expectations of work and behaviour and pupils are expected to show a high degree of independence and follow teachers' instructions carefully. Teachers have sufficient knowledge and confidence in teaching the subject, when working with large groups. The support they sometimes receive in the computer suite from the skilled classroom assistant has undoubtedly helped the staff to become even more confident in this regard. Introductions to tasks, and to new ways of using information and communication technology are clear and direct, and as a result, pupils make rapid progress. Teachers have high expectations of pupils' ability to co-operate well and work at a good pace, often independently or with another child. They ensure that confident and skilled pupils sometimes work with the more hesitant or younger pupils in the class. This has a positive effect on all the pupils' learning. Staff are aware also of the need to allow higher-attaining pupils to work at a more rapid pace and to present them with challenges and extension work. This was seen in all classes when some pupils, having completed their work, selected another task and found new ways to suit their levels of working.

120. All teachers place appropriate emphasis on sharing learning objectives with the pupils and then reviewing how much they have learned at the end of a session. The quality of teachers' planning is good. They ensure that information and communication technology is used very effectively to support teaching and learning successfully in other subjects such as mathematics, art, geography and science. Major aspects of the subject such as data handling, using spreadsheets, desktop publishing and the use of power point for presentations are also being developed. Pupils are familiar with the use of e-mail, the Internet and fax machines.
121. There is a good scheme of work, which has been reviewed to take account of nationally recommended guidance. One of the major strengths is that information and communication technology is used well to support learning in all subjects across the curriculum. The policy and scheme ensures that pupils are able to make progress in a continuous and progressive way, at a pace suited to their needs. The co-ordinator gives very good support to colleagues and takes charge of ordering and maintaining appropriate software but as yet has no allocated time to support and monitor the work in classrooms or the computer suite. She also organises in-service training for all members of staff, which is an on-going priority for the school development plan. This is having a major, positive impact on pupils' standards of work. The computer suite provides a much needed resource for the school. The school has an appropriate range of software for teaching the National Curriculum.

## **MUSIC**

122. Three sessions of class music and two hymn practices were observed during the inspection. Judgements on attainment therefore have been made from these sessions and a video tape recording of a recent open assembly. From this evidence pupils' attainment at seven and eleven years old is at the expected level. Pupils who play a musical instrument exceed this level.
123. Younger pupils sing with enthusiasm, maintain a reasonable pitch, clear diction and start singing at the appropriate point after an introduction. They perform confidently in front of others. Pupils have sound rhythmic skills and are able to keep a steady pulse when clapping to a song. Pupils handle percussion instruments carefully and play them sensibly. In a Year 2 class, pupils suggested different rhythms to accompany a song, successfully managing to maintain the two independent rhythms in time with the singing. During the hymn practice, pupils were able to distinguish between high and low sounds. Although the singing improved during this session and pupils were able to sustain the melody at the end of phrases, the session was short and pupils did not have the opportunity to reach their potential and improve the overall quality.
124. Older pupils perform confidently in singing sessions. Reading the words from an overhead projector, they sing with enthusiasm with a well-established recognition of rhythm, beat, pitch and pace. This was most noticeable during the hymn practise. Here, pupils correctly sang a complex syncopated melody whilst successfully maintaining the pitch and keeping good time when the speed of the hymn increased. Pupils are beginning to use the technical language such as 'accelerando' and 'crescendo' with understanding and to recognise musical notation and the values of crotchets and quavers. Pupils have an appreciation of different styles of music. They are able to talk about the music they have listened to and recognise the instruments played. Pupils who play a musical instrument achieve well. An example of this was seen during the 'music club' session. Rehearsing the 'Lion King' melody, pupils successfully played as an ensemble, reading accurately from formal notation with well-controlled sounds. Pupils playing tuned percussion instruments have good knowledge

of notation maintaining a steady beat. The school choir performs well. At the open assembly pupils sang a selection of melodies from the musical 'Jesus Christ Superstar'. Pupils coped confidently and successfully with songs that have difficult musical intervals and complicated rhythms. Pupils with special educational needs are fully integrated into lessons and make satisfactory progress. Attainment has been maintained since the previous inspection.

125. Pupils' attitude to the subject is very positive. They show a good level of interest and are anxious to improve. They enjoy the challenge of playing instruments and listen attentively to the teacher. They are very well behaved and show respect for their teachers. The attitude of pupils in the 'music club' was excellent. Pupils were well focused, sensible and patient when the teacher was rehearsing a section and worked hard to improve the overall group performance.
126. The quality of teaching is overall good, one lesson was very good. No unsatisfactory teaching was observed during the inspection. The teaching of the co-ordinator, a music specialist, is consistently good. These lessons are well structured and carefully planned. A particular strength is the planning to include those pupils who play musical instruments. The teacher's knowledge enables her to write separate parts for a range of instruments with an appreciation of the technical and transposing difficulties. The outcome of this is that the higher-attaining pupils were suitably challenged, adding to the overall class ensemble performance. The teacher in another lesson had a secure command of the subject and planned well to develop pupils' performance skills. However, the lesson lacked a variety of activities and pupils became restless towards the end of the session. The Key Stage 2 hymn practice was well planned to develop pupils' performance and widen their appreciation of different styles of music.
127. The co-ordination of the subject is satisfactory. Planning is guided by an appropriate scheme of work to support teachers and the co-ordinator also provides good support. However, her role of monitoring teaching and learning across the school is not fully developed and, as a result there are gaps in pupils' development of the required musical skills, in particular the composing element of the National Curriculum. Assessment is not yet clearly identified.

## **PHYSICAL EDUCATION**

128. Attainment at the end of Key Stage 1 is above average. Pupils perform well in both dance and gymnastics, remembering sequences and exploring actions with control and concentration. This was particularly noticeable in a lesson, which built up the skills of medieval/country dance, where pupils performed with poise and elegance as a result of detailed instructions and perceptive intervention by the teacher. In a gymnastics lesson for Years 1 and 2, pupils demonstrated the moving of body parts in curved and straight pathways and exhibited an impressive range of rolls, rocks and stretches. In partner work, they matched their partners very well and communicated without talking to perform together. Pupils talk about the effect on their bodies of exercise and know the importance of warming up and down.
129. Only one lesson was observed at the end of Key Stage 2 during the period of the inspection and it is therefore not possible to judge standards across the whole range of activities. The games lesson seen showed pupils performing the skills of throwing, catching, fielding and hitting a rounders ball with average attainment for their age group. Pupils have one term of swimming per year from Years 1 to 4 and by the end of that time some 60 per cent of pupils are achieving an end of Key Stage 2 award.

130. The teaching seen in Key Stage 1 was very good. Teachers set progressive challenges and all have established a pattern to lessons which pupils know and respond to. Teachers expect high standards of performance and behaviour and have the subject knowledge to show pupils how to improve. The teacher in the dance lesson mentioned above modelled the movements to help pupils realise how they could add poise and emotion to their dance. A teacher in gymnastics used an excellent tactic. After a series of warm-up exercises she made the children relax, told them the objectives of the lesson and then made them close their eyes and visualise how a Year 6 pupil might perform the intended sequence. This led to work of great concentration and quality. Teaching assistants also contribute strongly in lessons at this Key Stage, both to help teachers with assessments of individuals and groups and to support individuals with special needs to ensure that they are fully included in activities. The teaching seen in Key Stage 2 was good. A feature of the lessons seen was the good organisation of progressive activities to develop skills, good modelling of the actions of throwing, catching, hitting etc. and teaching points which showed sound subject knowledge. Again, teachers took care to include all pupils, with, for example, them being shown how to throw the rounders ball to help partners develop hitting skills.
131. At the time of the last inspection it was noted that the scheme of work covered only a limited number of activities. Since that time it has been reshaped by the co-ordinator to be of a more detailed help to teachers in developing skills progressively and standards have improved as a result. The co-ordinator does not monitor lessons but plans jointly with teachers to ensure that they are all following the scheme.
132. The subject contributes strongly to the social development of pupils by stressing partner and group work and by making sure that all pupils are included in all lessons. Sessions seen also contributed to the cultural development of pupils as they were helped to appreciate traditional dance and the “stilling” session mentioned in the gymnastics lesson above contributed to spiritual development. The subject is well-resourced with an excellent field and adequate games and gymnastic equipment. It also benefits from a large range of clubs, including football, netball, tennis, rounders, dance, athletics and cricket.

## **RELIGIOUS EDUCATION**

133. In the last inspection, standards of attainment were in line with those expected by the locally agreed syllabus. The subject is now a strength of the school. It has a high profile, is planned coherently across the school and pupils enjoy it, so that by the end of Years 2 and 6, standards of attainment are above the expectations of the locally agreed syllabus. Pupils are making good progress. Pupils with special educational needs are set appropriate work and are well supported by adults. There is no significant difference in the achievements of boys and girls.
134. Pupils show good understanding of what it means to belong to a religion. They listen well and are often confident to talk about their own beliefs and what matters to them. They have a very good knowledge of facts about different religions and they show respect for the values and beliefs of different faith communities. They are very good at relating similarities and differences in beliefs to their own lives. By the end of Year 6, pupils have a deep understanding of Christianity and of the stories about Jesus’ life. Pupils reflect on their own lives and responsibilities, and the effect they have on the lives of others. Throughout the school, pupils investigate Judaism, Islam and Hinduism. Pupils have visited the local churches and studied the traditions and symbolism there. Whenever possible, effective links are made with all other areas of the curriculum. For example, Year 6 pupils have been studying the allegories in

'Goldhanger' and Years 3/4 have compared the Church buildings in the local area in geography by undertaking a survey of different churches and inviting a speaker from the Jewish community into the school. In Years 1 and 2, pupils have interviewed different people in the school to find out how their work helps them. They have learnt about their special times and places such as Christmas and have drawn their own special places and written about their feelings.

135. The quality of teaching is predominately good throughout the school with an example of excellent teaching in a Year 5/6 class. The best teaching is typified by many of the following characteristics:

- very good relationships between the teacher and pupils and the pupils themselves;
- teachers effectively use discussion of key words and phrases such as 'God the sustainer' and 'creator';
- teachers promote interesting discussions to enable pupils to explore feelings and values;
- open-ended questioning allows pupils to think carefully about the topic under study;
- carefully planned lessons with shared learning objectives ensure that everyone is clear about the main focus for the learning;
- teachers have good subject knowledge so that pupils develop high levels of understanding of their own and other faiths.

136. Pupils show positive attitudes to the subject. In lessons, they listen quietly to their teacher's explanations. Behaviour is good. Most pupils work equally well individually and when collaborating with others. They take pride in demonstrating their knowledge and understanding during lessons. They listen attentively to others and wait patiently to explain their own thoughts and ideas. They enjoy the variety of approaches their teachers encourage them to use. When working on practical tasks they readily help each other and enjoy talking about their work to other pupils and to visitors. As a result, all pupils feel secure and confident to express their views to the rest of the class, including pupils with special educational needs.

137. The co-ordinator carries out her role very effectively. She is enthusiastic and actively promotes the subject. Under her leadership, the school now has a very good scheme of work to guide teachers' planning across the school. The locally agreed syllabus has been linked closely to the school's topic based approach and is also cross-referenced to the Diocesan scheme of work. This very thorough approach has ensured that religious education is seen as having special significance in the school's curriculum. All planning is monitored by the co-ordinator, who ensures that learning intentions are specific. She is aware that although resources are satisfactory, they could be further developed to support teachers' planning. Assemblies also make a good contribution to the teaching of religious education. As a result, the subject makes a very effective contribution to pupils' spiritual, moral, social and cultural development.