

# INSPECTION REPORT

**INGATESTONE & FRYERNING C OF E (AIDED)  
JUNIOR SCHOOL**

Ingatestone, Chelmsford

LEA area: Essex

Unique reference number: 115193

Headteacher: Mr. P. Manterfield

Reporting inspector: Mr. A. C. Matthews  
Rgl's No. 19410

Dates of inspection: 20 – 22 May 2002

Inspection number: 196181

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	The Furlongs Ingatestone Essex
Postcode:	CM4 0AL
Telephone number:	01277 353689
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. E. Bown
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19410	A. Matthews	Registered inspector	Science Information and communication technology Physical education English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9499	P. Daruwala	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20534	N. Perry	Team inspector	English Art Design and technology Special educational needs	
15138	T. Mullane	Team inspector	Mathematics Geography History Music Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Ingatestone and Fryerning C of E Junior School is smaller than most other primary schools with 135 pupils on roll. There are 62 boys and 73 girls aged between 7 and 11 years, who are taught in five classes. The school is situated in the Ingatestone and Fryerning ward of Essex, and the majority of pupils who attend the school live in the village of Ingatestone or in the small hamlet of Fryerning. Pupils come from a variety of socio-economic backgrounds but the majority of pupils come from socially advantaged families. Three per cent of pupils are eligible for free school meals, which is below the national average. The percentage of pupils with special educational needs is slightly above average with 22 per cent of pupils on the school's special educational needs register. Five pupils have a statement of special educational need which being almost four per cent of the school's pupils, is a much higher percentage than average. Less than two per cent of the pupils speak English as an additional language. The pupil mobility rate is above average, with 13 pupils joining the school and ten leaving during the school year. The attainment of children on entry to the school has risen in recent years and is now above average.

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

Ingatestone and Fryerning Junior School provides a satisfactory education for its pupils and has some excellent features. Satisfactory teaching enables pupils to achieve average standards in English, mathematics and science. Pupils are very well behaved and enthusiastic about their learning and respond well to the positive and caring ethos. The new headteacher is giving good leadership to the school and working closely with governors and parents to move the school forward. Overall the school provides satisfactory value for money.

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

- The headteacher provides good leadership and is well supported by governors and staff.
- Pupils thoroughly enjoy school, behave very well, have very good attitudes to their work and have excellent relationships and values.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils' progress accelerates in Years 5 and 6, where the teaching is often of a very high standard.
- The school provides very good opportunities for pupils to work together both in lessons and in a very good range of extra-curricular activities.
- The main curriculum is enriched by good quality visits and by visitors who capture the pupils' imagination.
- The parents have very positive views of the school and value its increasing openness.

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

- The co-ordination of pupils' learning experiences, particularly in mathematics and science.
- The school's monitoring of the quality of education it provides.
- The way that the school uses the results of tests and assessments to plan pupils' future work.
- The role of the subject co-ordinators and their influence on standards.

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

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

The school has made unsatisfactory progress since its previous inspection in June 1997. Little work had been done to address the issues raised in the previous report until the arrival of the new headteacher in January of this year. By seeking the views of staff, governors and parents, and evaluating the school paperwork, he realised that issues over school development planning and the curriculum had not been rigorously addressed. The one area that has been successfully addressed is in the provision for pupils with special educational needs, where the appointment of a co-ordinator for this area has impacted positively on the progress that these pupils now make. The school still does not have a long-term plan for each curriculum subject and, because of this, the development of pupils' skills and knowledge is not consistent through the years. Whilst there has been an improvement in the proportion of very good and excellent lessons since the last inspection, there has also been a small increase in the proportion of unsatisfactory lessons. The school's provision for pupils' spiritual, moral, social and cultural development

has improved and this has had a marked impact on the very good behaviour and very high quality relationships that exist throughout the school. The role of the subject co-ordinators has not improved since the last inspection and is now unsatisfactory because co-ordinators have not, over time, had regular release from their classrooms to monitor the quality of teaching, learning and standards in their subjects. The school has not adopted the National Numeracy or Literacy Strategies and, as such, the quality of resources is now not as good as it was at the time of the last inspection. The headteacher has brought a new openness and vision to the school. He is well supported by staff, governors and parents, and is in a strong position to move the school forward and raise pupils' attainment.

## 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	A	B	B	B
mathematics	C	B	C	C
science	D	D	D	E

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

Since the last inspection, the school's improvement trend for the three core subjects above has been broadly in line with the national trend. The results for pupils at the end of Year 6 in 2001 show that, compared to all schools, their attainment was above average in English, average in mathematics and below average in science. When compared to schools which draw their pupils from a similar background, pupils' attainment in English was above average, average in mathematics and well below average in science. The main reason for pupils' attainment in mathematics and science being below that of English is the weakness in the curriculum for these two subjects which does not ensure that all aspects of the National Curriculum are covered in sufficient detail and depth. Inspection evidence shows that the present Year 6 pupils have made satisfactory progress through the school and their attainment is average in all three subjects. There is no discernible difference between the progress of boys, girls or pupils with special educational needs. The reason for the improvement in science is the carefully planned revision that has addressed weaknesses in pupils' knowledge in certain areas of the subject. This Year 6 group has an average proportion of pupils on the special educational needs register but has been set very challenging targets to be met in this year's National Curriculum tests. Consistently good teaching in Year 6 and the careful targeting of individual pupils in 'booster' classes have helped to ensure pupils will reach these targets. In art and physical education, pupils' attainment is above national expectations. In all other subjects, pupils' attainment is in line with national expectations, apart from geography where it is below.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about school and have very positive attitudes towards their work.
Behaviour, in and out of classrooms	Behaviour is very good at all times.
Personal development and relationships	Very good. Pupils take their responsibilities seriously, show increasing confidence as they become older and get on extremely well together.

Attendance	Good. The great majority of pupils attend school punctually and lessons begin on time.
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Pupils are confident, work very well together in lessons and respond positively to the teaching. They take part enthusiastically in the large number of extra-curricular activities and benefit socially from the other good opportunities that they are given.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching			Satisfactory

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

The quality of teaching has fallen since the last inspection and is now satisfactory overall through the four years. Pupils' progress picks up in Years 5 and 6 due to the consistently good teaching. However, because pupils' progress dips in Year 4, where the quality of teaching is sometimes unsatisfactory, pupils' attainment at the end of Year 6 is only in line with national averages. The National Numeracy and Literacy Strategies have not been implemented and this is leading to a wide variation in the quality of teaching in these two subjects. This results in pupils making uneven progress as they move through the school. Pupils' speaking and listening skills are very well developed by teachers, and they are given great encouragement to articulate their views and opinions and discuss rationally. Teachers carefully plan the development of pupils' writing skills across the curriculum, but the same consideration is not given to the development of pupils' numeracy skills. Whilst teachers' planning clearly shows the main learning focus of the lesson, the work set does not always meet the needs of all pupils. Teachers manage pupils' behaviour very well because they have high expectations, and this results in most lessons having good pace with pupils concentrating well. Teachers work well with classroom assistants who give good support to groups of pupils. Whilst the teaching of information and communication technology (ICT) is satisfactory, teachers do not yet plan for its full integration into pupils' learning in other subjects. The quality of relationships between teachers and pupils is very strong. Most work is marked carefully but not enough information is given to pupils as to how they can improve their work. Homework is unsatisfactory. It is inconsistently set and has too little impact on pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The school curriculum does not ensure the clear development of pupils' skills, understanding and knowledge as they move through the years. Pupils of the same age, but in different classes, do not experience the same learning opportunities.
Provision for pupils with special educational needs	Satisfactory. Pupils' individual education plans are carefully drawn up and the regular support of the teaching assistants and special educational needs co-ordinator helps to ensure pupils' needs are successfully met.
Provision for pupils with English as an additional language	There is a small proportion of pupils in the school who are designated as having English as an additional language, but none of these pupils receives any extra support as the standard of all aspects of their English work is in line with that of their peers.
Provision for pupils' personal, including spiritual, moral, social and	Very good. The school makes excellent provision for pupils' moral and social development, good provision for pupils' spiritual development and

cultural development	satisfactory provision for pupils' cultural development.
How well the school cares for its pupils	Unsatisfactory. The school has good procedures for looking after pupils' welfare but has unsatisfactory procedures for monitoring and supporting pupils' academic progress.

Some weaknesses identified at the last inspection still persist. The lack of long-term plans for each year group is preventing the clear development of skills as pupils move through the school, and this is the main reason for standards in geography being below national expectations. However, the school works hard to enrich the curriculum with well chosen visits for the pupils, and regular visitors to develop pupils' interests and expertise in other subjects. Teachers have not benefited from the introduction of the National Numeracy and Literacy Strategies which clearly outline what pupils are to learn in each year and the format of lessons. The school's present assessments of pupils' progress are not analysed carefully enough. This means that strengths are not built on and weaknesses not addressed in subsequent planning. There is a strong partnership with parents, a significant number of whom work in the classroom to support pupils' learning. Newsletters are informative but the annual reports do not evaluate pupils' progress clearly enough nor give parents a clear idea of future targets for improvement. The weekly targets that pupils set themselves clearly identify their short-term perceived needs but the target books are not consistently seen by parents. This makes it more difficult for parents to play a part in supporting their child. The school responds immediately to any concerns or questions that parents might have. The wide range of extra-curricular activities contributes much to pupils' all round education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher, in his short time in the school, has provided good quality leadership and is implementing changes which are improving the quality of education that the school provides. He is well supported by his deputy headteacher in this work. The role of the subject leaders is unsatisfactory as they do not have enough impact on standards in the subjects for which they are responsible.
How well the governors fulfil their responsibilities	Satisfactory. Since the new headteacher has arrived, governors are taking a far more proactive role in helping the school move forward.
The school's evaluation of its performance	Unsatisfactory. There has been too little monitoring of the quality of teaching and of pupils' work. National Curriculum test results have not been systematically analysed so that strengths are built on and weaknesses addressed in future planning. There have not been enough opportunities for the sharing of the very good teaching practice to help raise standards.
The strategic use of resources	Satisfactory. The school makes good use of its grant for pupils with special educational needs and for the development of teachers' computer skills.

Before the new headteacher arrived, the school did not place sufficient emphasis on addressing the weaknesses identified at the last inspection. The new headteacher has made an accurate and thorough evaluation of the school's strengths and weaknesses which are clearly laid out in the school's draft improvement plan. The role of the co-ordinator has not been developed and, because of this, they have too little influence on the quality of work in their subjects. The skills of the governors could be used more effectively by the school to help it evaluate developments and the impact that spending is having on the raising of standards. The monitoring of teaching and learning in the classroom has only just started and there have been too few opportunities for the very good teaching practice in the school to be shared. The school has an adequate number of appropriately trained staff who make good use of the spacious accommodation in the education of the pupils. Learning resources are unsatisfactory overall, as the school has not kept pace with some major national initiatives of recent years. The school applies the principles of best value satisfactorily in terms of the comparison of the school's performance against similar schools, and in its consultation with parents. Specific grants are used appropriately, and good

use is made of the additional budget to support the learning of those pupils on the special educational needs register.

## 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>• Children enjoy coming to school and make good progress.</li><li>• The teaching is good and children behave very well.</li><li>• The school's openness and the way in which it handles parents' concerns.</li><li>• The impact that the new headteacher is having on the school.</li></ul>	<ul style="list-style-type: none"><li>• Homework provision.</li><li>• Information about children's progress.</li><li>• Topic work.</li></ul>

The inspection team wholeheartedly agrees with the parents' positive views. It also agrees that the homework provision is inconsistently applied by teachers and this negates the opportunities for parents to work with teachers as joint educators of their children. Parents can visit the school at any time to discuss their child's progress. However, the flow of useful information between school and home is disrupted because parents do not always see their child's target book on a weekly basis and some annual reports lack clear targets for improvement. Pupils are rightly proud of their topic books, but inspectors felt that some pupils spent too much time copying up work for these books, and that this did not leave enough time for teachers to ensure that all the statutory areas of each subject were covered.

## **PART B: COMMENTARY**

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

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

1. The results of the 2001 National Curriculum tests for pupils show that they narrowly missed the targets set for them in English but missed their targets in mathematics by a considerable margin. When compared to national averages, pupils' attainment was above average in English and average in mathematics but below average in science. When compared to schools that draw their pupils from similar backgrounds, the results were above average in English, average in mathematics but well below average in science. The proportion of pupils achieving the higher Level 5 was above average in English, average in mathematics and below average in science. The school's trend over the last five years is broadly in line with the national trend although science results have been consistently below average during the last four years. Girls regularly achieve better than boys in English but boys narrowly outperform girls in science and mathematics.
2. The present Year 6 pupils entered the school in Year 3 with attainment that was in line with national averages. The school has set extremely challenging targets for the present Year 6 pupils in both English and mathematics. The analysis of pupils' work and observation of lessons indicate that these targets will be met. Booster classes have been focusing on pupils' attainment in both these subjects and the latest teacher assessments show that this initiative has been successful in improving the standards for these pupils. Despite there being more boys on the special educational needs register than girls, the overall achievement of boys and girls in the three core subjects of English, mathematics and science is broadly similar, with all groups, including those with special educational needs, making the same satisfactory progress.
3. Standards in English at the end of Year 6 are high in speaking and listening, satisfactory in reading and writing but below average in spelling. Compared to the last inspection, standards have been maintained in speaking and listening but have fallen in reading, writing and spelling. Most pupils have very well developed speaking and listening skills which are further enhanced through teachers' good use of questioning and positive encouragement to those pupils who lack confidence in this area. Teachers make good use of pupils' speaking and listening skills in many aspects of their learning, such as collaborative work, discussions and drama. Pupils make satisfactory progress in their reading. Higher-achieving pupils are fluent, accurate and expressive and talk knowledgeably about the books they read, the characters and their preference of authors. However, a significant proportion of pupils still do not have good strategies to decipher unknown words because the phonetics are not taught systematically through the school. This is also the main reason for pupils' unsatisfactory spelling where lack of effective phonics teaching has restricted many pupils from developing beyond the basic levels. Pupils' writing skills are well developed across the curriculum in subjects such as history, science and geography, but there are too few opportunities for pupils to write at length. Higher-achieving pupils use good descriptive language and appropriate punctuation but pupils' handwriting is not developed systematically and too many pupils at the end of Year 6 do not have a regular joined up style.
4. Standards in mathematics have fallen since the last inspection and are now average. Pupils have satisfactory skills in addition and subtraction but a weakness in number bonds and multiplication facts slows some pupils' progress in multiplication and division. Pupils use a protractor accurately, with higher-achieving pupils constructing and calculating complementary and reflex angles. Pupils tabulate data and use the information to construct line graphs. Pupils' mathematical vocabulary is not as well developed as other areas of the subject and because of this, a significant number of pupils find difficulty in explaining their mathematical ideas clearly.
5. Standards in science amongst the present Year 6 pupils are in line with national expectations and are the same as at the time of the last inspection. Standards have improved since the previous year because the new co-ordinator has worked hard to ensure that gaps in the present science curriculum have been addressed in the revision lessons leading up to the National Curriculum tests. By the end of Year 6, pupils have a satisfactory knowledge of a fair test and use this well in their in-depth investigations. They have a good understanding of the workings of parts of the human body and make good use of diagrams to explain how parts of the body function. Pupils

have a good understanding of light and use this knowledge well to construct periscopes and kaleidoscopes. Pupils have a satisfactory understanding of forces and make good use of their investigative skills to compare the friction properties of different materials. Pupils' ability to hypothesise is under-developed as teachers do not systematically ask for a hypothesis or explanations of findings as part of pupils' investigative work.

6. Satisfactory standards have been maintained in pupils' information and communication technology (ICT) skills since the last inspection. Pupils benefit from an ICT suite, where new skills are taught to groups. Pupils have particularly good word processing skills and use these well across the curriculum. Particularly impressive was the design of pupils' front page for their Egyptian topic. Pupils make good use of the Internet to support their learning in other subjects. For example, before visiting the Globe Theatre, pupils searched for information on William Shakespeare to make their visit more meaningful. Pupils have a good knowledge of data handling and spreadsheets. This was particularly evident when pupils drew up their own spreadsheet to record their findings when comparing the hardness of different rocks. Pupils' control skills are comparatively weaker because of lack of access to an appropriate program. Similarly, pupils' work on simulations is underdeveloped as the school does not yet have enough suitable programs to support pupils' learning in the different subject areas.
7. There have been improvements since the last inspection in physical education and above average standards have been maintained in art. In all other subjects, standards have been maintained and are in line with national expectations, except for geography where pupils' attainment is now below expectations. One of the strengths of pupils' learning is the cross-curricular links between subjects. Whilst this does not always ensure the statutory coverage of all aspects of the National Curriculum, it does lead to some good quality work in certain areas. The Year 6 Tudor portraits and the three-dimensional masks of Egyptian gods, supplemented by pupils' writing about 'My God', are two examples of the effective link between art, history and English. Similarly, after the Year 5/6 class studied buildings in their village as part of their history and geography topic, they copied some of the buildings using wood and card as part of their design and technology work. No music lessons were observed because the specialist teacher's teaching day did not coincide with the inspection. Evidence from the video of the recent musical 'Fallen Angel' shows that pupils enjoy performing in front of an audience, sing confidently and benefit from the experience of playing with adults in a musical ensemble. Good teaching in physical education is leading to above average attainment in swimming, athletics, basketball, football and dance. Pupils show good knowledge of technical language in some subjects. This was clearly evident when Year 5/6 pupils discussed the changes in the village since 1948 and in a physical education lesson when pupils evaluated each other's performance, making recommendations for improvement.
8. Pupils of all abilities and background make satisfactory progress because teachers have appropriate strategies to ensure that their pupils are fully included in all lessons. An important element of pupils' very good attitudes to their work is the way in which teachers adapt their questioning to ensure that all pupils feel included. As a result, pupils' develop a keen enthusiasm for learning, achieve appropriately and show growing confidence and self-esteem. Teachers plan carefully for those pupils who are on the special educational needs register and make good use of these pupils' individual education plans when appropriate. As a result, the work is well suited to their needs and helps the pupils make appropriate progress in lessons. The school does not have a register for gifted and talented pupils but does provide opportunities after school for pupils to develop their skills and talents further.

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

9. The whole school community engenders warmth and purpose. Such a distinctive ethos enables pupils to show positive attitudes to life in the school. Throughout the school, pupils' attitudes and personal development are very good, and pupils' relationships and respect for each other are excellent. Parents are very pleased with the way in which their children are helped to become mature and responsible pupils. They also state that their children greatly enjoy their time in school.
10. Pupils, in general, are positive, and have very enthusiastic attitudes to school. They are eager to learn, want to do well and achieve success. At the start of the school day, pupils enter their

classrooms in a purposeful and decisive manner, quickly settle down, and prepare themselves quietly for the day's work. In most lessons, pupils are keen to answer questions, apply themselves seriously to the task of learning, and respond well to challenges. Overall, pupils' very positive attitudes, excellent relationships within the school community, and very good behaviour have a beneficial impact on standards of attainment throughout the whole school. This reflects similar judgements made at the time of last inspection.

11. Behaviour of pupils around the school is also very good. In the dining area, pupils show sensible and mature attitudes. They help lunchtime supervisors, by carrying plates and cleaning the tables. In the playground, pupils engage in a variety of games, taking care to observe the few simple rules, which they understand as intended for their safety. No incident of bullying was observed during the period of inspection, and there was no evidence of racism or sexism.
12. Pupils with special educational needs behave well in and around the school and are fully integrated within the school community. They show interest in their work, learn at a reasonable pace and make steady progress. In keeping with the school's ethos, they all behave well and have good relationships with teachers, with teaching assistants and with one another. Pupils with special educational needs demonstrate very positive attitudes to their learning and want to do well. They respond well to interventions and pay full attention to their teachers.
13. Boys and girls mix well together, co-operate in classrooms and in the playground, and display positive attitudes towards one another. In classrooms, pupils co-operate well, sharing equipment and taking turns. Circle time provides opportunities for pupils to discuss issues which cause them concern. Pupils show great sensitivity and consideration for the views of others. They are friendly, welcoming and helpful to visitors. They are equally polite and courteous to every member of the school staff. Pupils show concern for the needs of people less fortunate than themselves and contribute willingly to local and national charities. In recent months, the school and its pupils have raised money towards sponsoring a child in Mozambique through a Christian charity organisation. Pupils participate in a game, produced by Christian Aid, to raise their own awareness of world poverty and unequal distribution of wealth amongst the nations. Pupils are made aware of the good quality of life they enjoy, when they say a grace at the start of their lunch.
14. Pupils willingly take on responsibility for routine jobs around the school and are proud to set example for others. Pupils are given suitable opportunities to develop independent learning skills, for example, undertaking research on topics. Acquisition of such positive skills has been favourably commented on by the local secondary school, where most pupils go at the end of Year 6. The impact of various after school activities on pupils' learning and personal development is good. Participating in activities such as netball, French, athletics and football enables pupils to co-operate and collaborate with their peers.
15. Most pupils have a good record of attendance. However, some pupils are still taken on holiday in term time, in spite of the school's best efforts to discourage this. This has caused a decline in the rate of attendance, when compared with the attendance rate at the time of last inspection. Pupils, in general, are punctual in arriving at the school in the morning and in returning to their classrooms after the morning break and lunchtime. This has a positive impact on their attainment and progress. There have been no exclusions during the last two years.

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

16. The quality of teaching is satisfactory over time and this relates very closely to the satisfactory progress that pupils make through the school. The quality of teaching seen during the inspection was similar to the time of the last inspection, with a slight increase in the proportion of very good and excellent lessons but equally with a slight increase in the proportion of unsatisfactory teaching. Two lessons out of the 25 observed were unsatisfactory but three fifths were good or better. There were consistent strengths in teaching in the Year 5 and 6 classes where pupils are challenged, highly motivated and produce good quality work in lessons. However, there were some weaknesses in teaching in the Year 4 class, where work set for the pupils was not always appropriate to enable them to achieve the learning objectives for the lesson.

17. The provision for teachers' in-service training since the last inspection has been unsatisfactory and because of this the great majority of staff have missed out on the basic training for both the National Numeracy and Literacy Strategies. Whilst the experienced staff in the school use a similar format to the National Numeracy and Literacy Strategy lessons, some of the less experienced staff do not always follow this format. When they do, there is not always an appropriate balance between the time for the teaching input, time for pupils to work independently and time for a plenary at the end of the lesson to consolidate and extend pupils' learning. Because of the lack of training, the potential of some teachers has not at present been realised and this is impacting on the progress that pupils, particularly the higher-attaining, make in these classes.
18. The quality of teaching in English is now satisfactory but has fallen since the last inspection. Teachers have not kept abreast of developments, particularly the National Literacy Strategy, and, as such, their previously good teaching practice has not been maintained. Teachers use questioning well and successfully develop pupils' speaking and listening skills to a high standard. Teachers have a range of teaching styles which maintains the interest of the pupils. Occasionally there are issues with pace and expectations in lessons and this impacts on pupils' motivation, amount of work completed and their progress. Teachers mark pupils' work conscientiously but do not consistently outline in their marking what pupils need to do to improve. Teaching in English is least effective when it is being taught alongside other subjects in the same lesson. When this happens, pupils do not receive well-focused teaching, nor make the progress of which they are capable.
19. The quality of teaching in mathematics has been maintained since the last inspection and is satisfactory. Teachers now encourage pupils to talk about the processes they use to solve problems and have improved the teaching for pupils with special educational needs, enabling these pupils to make consistently satisfactory progress. In the great majority of lessons, teaching is lively, has good pace and engages pupils' interest. However, the pace of work often slows when pupils are working on tasks which are not well-matched to their ability. The majority of teachers do not follow the National Numeracy Strategy which encourages intensive teaching to a particular group. Most teachers monitor the class's work at this time rather than give intensive teaching to develop the specific skills of different groups. As such, the progress of pupils in lessons is not always as fast as it could be. Marking is regularly carried out but in Year 4 marking it is unsatisfactory with very little feedback given to pupils about how to improve their work.
20. Teaching in science is satisfactory but has declined since the last inspection when teaching was good. Teachers have good subject knowledge and use this well to devise practical investigations which form the basis of pupils' learning. However, there are missed opportunities to assess pupils' understanding in these investigations when they are not always required to make a hypothesis before starting their work. Teachers encourage pupils to show care and originality in the way that they record their investigations, and this leads to some high quality work that also makes good use of ICT. Teachers' planning does not always ensure that pupils cover all aspects of the statutory curriculum, and some of the investigations set by the teachers do not sufficiently challenge the higher-attaining pupils. Teachers regularly assess pupils' work, but do not have graded portfolios of pupils' previous work to ensure their marking of the assessments accurately reflects pupils' attainment.
21. The standard of teaching in ICT is satisfactory and has been maintained since the last inspection. Teachers make good use of questioning to assess pupils' learning and allow pupils to make mistakes as part of the learning process. Good use is made of the ICT room for small group tuition. Particularly effective was the way that the Year 4 class was divided into two, with both groups working with databases. This led to pupils making good progress and understanding the advantages that computers bring to large-scale data analysis. Teachers have satisfactory subject knowledge and use this well to develop pupils' skills, particularly in communication and word processing. Whilst these skills are used appropriately across the curriculum, teachers do not plan sufficiently for pupils to use the full range of ICT skills in other subjects.

22. In all other subjects, teaching is satisfactory, except for art and design and physical education where teaching is good. Teachers' planning clearly identifies what pupils are to learn in a lesson but the activities selected by teachers are not always appropriate to meet these objectives. This was clearly evident in a Year 4 mathematics lesson, where the completion of the task did not lead to pupils achieving the intended learning outcome. Most teachers have high expectations of the amount of work pupils are to cover in a lesson and the quality and presentation of this work. Occasionally, the pace of learning drops and pupils do not complete sufficient work to consolidate their new skills and knowledge. Teachers know their pupils well, and the different approaches they employ create an enthusiasm for learning and a desire to do well. This was clearly seen in a Year 6 design and technology lesson when pupils were devising a test to establish the strength of different shaped girders. Teachers expect pupils to behave well during lessons and listen carefully. For example, in a physical education lesson, older pupils worked very hard developing paired sequences, very sensitively evaluated the work of their peers and made suggestions for improvement. Pupils learn best when the class has a shared learning task and they can collaborate with each other. This makes it easier for the teacher to assess pupils' understanding and progress, and give focused help where needed. Occasionally teachers plan sessions when there are a number of different tasks involving a range of subjects. Evidence from the inspection indicates that pupils' learning in these sessions is not as effective as when there is a single subject focus, and the quality and volume of work does not reflect the true ability of the pupils. The school makes good use of specialist teaching in music, swimming and football. In all these areas pupils benefit from the good quality input that has a positive impact on their standards. Teachers also make good use of the expertise of visitors who work with the pupils. During the inspection pupils benefited from the teaching of a professional dancer and the input of an architectural workshop.
23. Teachers generally make good use of their teaching assistants to work with individuals and small groups. Occasionally the assistants contribute very little to pupils' learning. This happens most often when the teaching assistant listens to the teacher rather than support pupils with low concentration spans during this time. Most teachers mark pupils' work conscientiously but do not consistently explain to pupils what they need to do to improve their work. Where advice is given, this often links closely to the pupils' personal targets that they set in their activity book. The setting of homework is unsatisfactory and pupils are not benefiting from further opportunities to consolidate and develop their learning in class. This is also frustrating for parents who are not able to work with the school to support their child's learning.
24. The teaching of pupils with special educational needs is satisfactory, with pupils making appropriate progress towards the targets on their individual education plans. Teachers ensure that all pupils are involved in discussions at the beginning and end of lessons and this makes a positive contribution to the development of their self-esteem. Individual pupils' needs are satisfactorily met through careful teacher planning and well-focused use of the teaching assistants to support pupils when appropriate.

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

25. The school has not fully implemented the National Curriculum although pupils are offered a broad range of experiences. Until this term, teachers' views, rather than the school's long-term plan, determined what should be taught. This has led to aspects of mathematics, science and geography not being taught or covered in sufficient depth. This is unsatisfactory and has had a negative impact on the progress pupils make in these subjects. Whilst the system of teaching through topics has resulted in some very rich experiences which pupils clearly value, it has not ensured that knowledge, skills and understanding in subjects such as geography have been developed systematically.
26. Pupils are taught mainly in mixed aged classes and this further complicates curriculum provision particularly when there is no long-term planning. The new headteacher has drafted a long-term curriculum plan but this will not be implemented until the new school year. The school has also adopted national guidance for all subjects since the start of this term, but this is not sufficiently well embedded to ensure that all pupils receive a broad and balanced curriculum. The new

headteacher has done a great deal of work in a short time to put in place provision that will ensure coverage of the National Curriculum. However, this is still not fully implemented.

27. Currently, pupils do not have equality of access to the curriculum. The variations related to long-term planning and differences in provision in mixed age classes do not ensure that all pupils have similar access to the school's curriculum. In addition, tasks given to pupils in lessons are not always matched effectively to the needs of some higher-attaining pupils which results in them not being challenged sufficiently and making the progress they should. The curriculum offered to pupils with special educational needs is appropriately matched to their needs.
28. Given the time that the school has had to address its key issues, unsatisfactory progress has been made with improving curricular provision in the way that was specified in the last inspection report. The school has not implemented either the National Literacy or Numeracy Strategy although staff have started to plan from these two frameworks this term. Whilst the school's planning for literacy is satisfactory, the planning for numeracy is not as effective. This results in pupils having difficulty in expressing their mathematical ideas and limiting the development of their skills in mental mathematics. There are marked variations in the school's provision for personal and social and health education. Good provision is made to develop pupils' personal and social skills through circle time<sup>1</sup> discussions and the school council. However, sex education is not provided nor is drug and substance awareness part of a science or health education programme. The new headteacher has agreed with governors that the sex education and drugs awareness programmes should form part of the personal, social and health education that the school offers and has plans to implement this.
29. The curriculum is enriched significantly by a range of visits to places of interest such as the local manor house for work on the Tudors, a visit to Fishbourne to study the Roman remains and Watersfield to carry out fieldwork related to geographical studies. The school uses its locality very effectively and this enriches work in both geography and history. Visitors to the school also enrich the curriculum. An architect and a dancer visited the school during the inspection and worked with the pupils. This considerably enhanced activities in dance and design and technology, as well as promoting pupils' interest and enthusiasm for these subjects.
30. The school provides a very good range of extra-curricular activities for all its pupils. There is a very good range of sporting activities, which vary according to the season. There are also two drama clubs, a French club taken by a teacher from the local secondary school, and recorder and art clubs taken by parents. Pupils clearly enjoy the interesting and varied range of activities offered outside lesson times, all of which contribute positively to pupils' social development and the enhancement of their personal skills.
31. The school makes good attempts to build links with the local community and their contribution to learning is good. The school has satisfactory links with the infants' school from which most pupils transfer. These links have been strengthened recently through an initiative of the new deputy headteacher. Most pupils transfer to the local secondary school. Good links exist between the two schools and these are enhanced by secondary pupils assisting with extra-curricular sports activities, and a member of the modern languages department running a French club for junior pupils. The school makes every effort to support pupils in the transfer to secondary school.
32. The school develops pupils' spiritual, moral, social and cultural education very well. There is no specific policy but most of the desirable elements are addressed in other policies; for example the behaviour policy. Acts of worship are mainly Christian but other faiths are not neglected. Assemblies offer good opportunities for prayer and singing and comply with statutory requirements. The school has effectively developed the practice of using music to enhance pupils' spiritual experiences during assemblies, such as Vivaldi's Four Seasons.

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<sup>1</sup> During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

33. The school is very conscious of the spiritual dimension and generally promotes spiritual awareness well. Pupils have the opportunity to reflect, not only in assembly but also in lessons on the great mysteries of life, such as 'how did that sparkle get into that stone?' Occasionally, teachers miss the opportunity to promote a sense of wonder. Visitors to the school, such as the local minister and storytellers also provide additional inspiration for pupils.
34. The school's development of pupils' moral and social development is exemplary. One of the strengths is the excellent ethos which is reflected in every aspect of the school. This is evident in the very positive relationships and the way in which pupils share, care and support each other. Pupils are clearly taught not only the difference between right and wrong but also why something is right or wrong. The school is very successful in developing self-discipline and encourages pupils to contribute to the welfare and pleasure of others. A very good example of this is how the pupils congregate for lunch, by waiting for the table to fill and then saying grace independently. Staff use reasoned discussion to try to resolve problems that arise in lessons or on the playground, and this makes a positive contribution towards the excellent relationships between staff and pupils. The success of the school's policy and practice is reflected in the supremely high standards of behaviour and the happy atmosphere within school.
35. The school is very successful in developing pupils' social skills. Their considerate behaviour reflects very well on their training. They collaborate well in groups and pairs, and even the youngest pupils share and take turns in using resources. The quality of relationships is very high and pupils look after each other very well. There is a school council, whose deliberations staff value highly. The excellent school concerts, held twice a year, make a significant contribution to pupils' social development and all pupils play their part in these.
36. The school's development of pupils' cultural development is satisfactory. It makes provision for learning about other cultures and actively promotes pupils' knowledge of life beyond their own immediate environment. However, cultures of the wider world are less well developed. The school successfully introduces pupils to European cultural heritage and traditions through trips to places of educational or artistic interest with some impressive examples of art work relating to Picasso and Henry Moore. The photographic display of the recent 'Grounds Day', involving the whole school, reflects, among other things, the school's work on developing pupils' awareness of the environment and bio-diversity. The school is also taking an active part in celebrating great events in Britain, such as its plans for the Queen's Golden Jubilee. Two pupils from the school won the local poster competition to advertise the celebrations. The range of well-attended extra-curricular activities also successfully extends pupils' understanding of the world in which they live.

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

37. The school is a very caring community, where each pupil is valued and feels secure. The very caring ethos of the school has a positive effect on the standards pupils achieve. This is confirmed by parents' positive comments. Respect and kindness strengthens the good support that the school provides for all its pupils, and this encourages them to develop high self-esteem, and to thrive and succeed. The good standards of care noted in the last inspection report have been maintained.
38. All staff make a positive contribution to the warm and caring ethos of the school based on the Anglican Church. Sensitive and well-targeted support is provided for those pupils with particular pastoral care or other needs. All parents are encouraged to share any concerns they might have with the class teacher or the headteacher. Staff know the pupils well and they set a good example in their relationships with them and respond readily to their needs. They promote health, safety and general well being of all pupils. The school has an established health and safety policy. There are good arrangements for first aid, and a fire drill is held each term. Pupils enjoy their lunch break and the midday assistants work effectively to make this part of the school day pleasant. Good supervision in the playground, with the headteacher setting the role model at the start of the school day, has a positive impact on pupils' relationships and personal development.

39. The school has not established a whole school policy on child protection yet. Procedures for child protection are, in general, satisfactory. The co-ordinator for special educational needs is the designated person and all staff are well aware of their relevant responsibilities. The school follows the Essex County Council guidelines at present but intends to incorporate the development of a child protection policy in the next school development plan.
40. The school makes satisfactory provisions for pupils with special educational needs. Learning support assistants are tolerant and encouraging and make a positive contribution to pupils' learning. The school ensures that these pupils are fully included in all activities. Their individual education plans are appropriately matched to their needs and are reviewed regularly with teachers, pupils and parents. As a result of the well focused support from teachers and teaching assistants, pupils take a full part in lessons and make satisfactory progress towards the targets on their plans. The school engages with external agencies as appropriate to the individual needs of pupils, and maintains links with other local schools as required. Liaison with feeder infant and secondary schools is developing well so that pupil transfer is as effective as possible.
41. There are very good procedures to promote good behaviour and the school functions as a happy and well-ordered community. The behaviour policy is effective, and procedures are applied consistently throughout the school. The school has established 'Golden Rules' for behaviour in consultation with pupils. All pupils have endorsed these, and they endeavour to adhere to these rules. All parents, who replied to the questionnaire, indicated that behaviour was very good.
42. Procedures for monitoring and improving attendance are satisfactory. The school does not contact parents about pupils' unexplained absences on the same day. At present, a letter seeking relevant explanation is sent to the parents two days later.
43. Procedures for monitoring and promoting personal development of pupils' personal, social and health education are satisfactory. The circle time discussions are held whenever pupils feel that they have concerns or there are issues that need to be discussed in an open forum. The school has, so far, not established a policy on pupils' personal, social and health education (PSHE). It is the intention of the new headteacher to formalise and develop the PSHE policy, as one of the most significant educational priorities, with particular reference to citizenship, sex and health (including drugs) education. Once this is achieved, pupils will be set targets in personal development. The school makes use of appropriate strategies to instil compassion for other less fortunate people within the United Kingdom as well as overseas. The school council has now been established and the class representatives recently held their first meeting to discuss a variety of issues. Working of such an open forum provides a good opportunity to pupils to extend their understanding of others' points of view and develop their understanding of democracy.
44. The procedures for assessing and recording pupils' attainment and progress are unsatisfactory. This was identified as a weakness at the last inspection, and not enough progress has been made in addressing the issue. However, the new headteacher is determined to make improvements, by initiating an effective programme for assessment, monitoring and evaluation of teaching and learning from the beginning of the next academic year. At present, pupils are assessed in the core subjects of English, mathematics and science at the end of each term. These assessments are marked but not analysed to discover the strengths and weaknesses of each year group. As such, weaknesses persist as they are not addressed in future planning. The monitoring of progress through Years 3 to 5 is also unsatisfactory as the school does not use a standardised system of assessments to monitor the progress of pupils as they move through the school. The new headteacher is aware of this weakness and is introducing the Qualifications and Curriculum Authority (QCA) tests at the end of this academic year for these pupils. The headteacher intends to develop QCA tests in all three core subjects of English, mathematics and science. It is hoped that this will enable the school to measure more consistently and reliably the value it adds to pupils' education and progress as they move through the school, and also give an insight into areas that need to be addressed. The situation should be improved further by the provision of non-contact time for subject co-ordinators. As part of the School Improvement Plan, co-ordinators from next September will monitor teaching and learning in the classrooms and also scrutinise pupils' work to ensure that standards are appropriate and that teachers are using the results of their assessments to plan pupils' work. As yet, the links between assessment and the setting of short and long-term learning objectives are not clearly understood. Nevertheless, the

new arrangements represent a very good beginning, and the school will be well placed to ensure that the assessment plays an essential role in raising standards.

45. The recording of pupils' attainment and progress is carried out informally. However, from the beginning of the next academic year, pupils' attainment and progress will be recorded on a commercial 'target tracker' computer program that will enable the school to follow pupils' progress more carefully. Each week, pupils set targets for themselves in their own 'activity book,' which is assessed by the teacher at the end of the week and signed by their parents. This system is popular with most parents as it gives a valuable insight into their child's progress. It is let down by the fact that not all pupils take their activity books home at the weekend so that some parents do not have a clear understanding of how their child has performed that week. Despite this weakness, pupils find the target setting useful. As one Year 6 pupil said, "It is far easier to write about a problem than talk about it."

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

46. Overall, the school's partnership with parents is good and remains a strength of the school. Such a positive link considerably helps pupils in the school towards attaining their goal in learning and personal development. Scrutiny of the questionnaires and pre-inspection meeting with parents show that parents are, generally, very supportive of the school. The good partnership noted at the time of the last inspection has been continued. The school is equally supportive to parents of pupils with special educational needs.
47. The school actively encourages parents to become involved in the life of the school community. This has a positive impact on pupils' achievements in lessons and in other extra-curricular activities. School policies encourage parents to be involved in the life of the school, and many parents make a regular commitment to help in classrooms and to accompany pupils during visits. A big majority of parents indicated in their questionnaire that they would feel comfortable about approaching the school with questions or a problem. Most parents have signed the home/school partnership agreement and they readily co-operate with the school by listening to their children read at home, practising spellings with them, and reporting their children's absences promptly. The introduction of a reading record book for pupils enables parents to support their children at home in this area. Many parents show their interest in the school by attending consultation evenings. A large number of parents make special efforts to attend the two annual concerts, where all pupils participate. Parents also support the school's sporting activities. Most participated in the survey recently conducted by the new headteacher. In the survey they expressed their concern about the lengthy duration of two concerts. Parents also urged the school to look at the school's approach to topic based teaching and the strategies for teaching literacy and numeracy, and asked the school to make better provision for providing challenging tasks to more able pupils.
48. The quality of general information provided to parents is good. There is an effective system of letters and newsletters, which keeps parents up-to-date with various school activities. At present, parents do not receive any information about what their child is going to learn each term from the school. However, the headteacher is keen to initiate this from the beginning of the next academic year. The school prospectus gives relevant information about the school's ethos, admission policy and a list of books to encourage supplementary reading at home. It also encourages parents to share any concerns they may have with the class teacher or the headteacher. There are parent/teacher consultations in the autumn and spring terms and an exhibition of pupils' work in the summer term. These are well attended and provide useful opportunities for parents discuss their child's progress.
49. Links between the school and parents are strengthened further by the school's strong fellowship with the local community and two local churches. Once a term, the headteacher writes an article about the school in the parish magazine. In his first article last term, the headteacher referred to his, 'Vision for the School'. Such a positive rapport with the local churches also provides pupils with a sense of purpose and pride in their school.
50. Annual written reports for parents appropriately cover the National Curriculum subjects and give some indication of children's attainment. However, these reports do not always give parents a clear understanding of the academic standards achieved by their child or information about their strengths in personal development or where their child needs to improve. This is the area of concern expressed by parents at the parents' meeting and in the questionnaire. However, the annual report form has been recently updated, and the school intends to make use of this revised version for this current academic year. The governors' annual report to parents is informative and meets statutory requirements.
51. A significant number of parents, some 45 per cent, who replied to the questionnaires raised concern about the amount of homework that children are expected to do at home. A similar parental concern was also stated in the last inspection report. At present, the school's provision for homework is unsatisfactory. However, the draft school development plan for the academic year, 2002-2003 shows that the school will review the present homework policy as one of its priorities.

52. The school has established a good liaison with the local secondary school where most Year 6 pupils enrol for their secondary education. The process of induction for both the pupils and their parents is planned with care and sensitivity. The active and thriving parent/teacher association organises well attended fund-raising events and provides additional resources for the school. The association helps to strengthen good relationships between parents and staff. Pupils gain benefits from funds raised on their behalf and from the positive relationships developed between home and the school.
53. Parents whose children are on the register for special educational needs are kept fully informed and are appropriately involved with their children's learning and progress. They are involved with reviews of their children's individual education plans, are very appreciative of their contacts with the school, and value the level of involvement as partners in their children's learning.

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

54. The new headteacher provides good leadership for the school and is well supported by his recently appointed deputy. In his very short time in the school, the headteacher has developed a good understanding of the fundamental challenges that have to be addressed to raise standards at the end of Year 6. He has a good awareness of his own strengths and is beginning to develop the skills of other staff. The governing body and parents give him good support in this work and are happy with the new openness that he has brought to the school's leadership. The present staff have a strong shared commitment to improve the school further and a good capacity to succeed.
55. The governors provide overall satisfactory leadership to the school and their impact has been much enhanced with the appointment of the new headteacher. There is a new openness and willingness to share the work of moving the school forward. Governors have had a much greater say than formerly in the new draft school improvement plan. Governors' involvement in the evaluating of the previous action plan has been unsatisfactory and, as a result, issues from the last inspection were not systematically addressed. Governors visit the school regularly and share their findings with both the school and at subsequent governor meetings. This gives them a clear understanding of aspects of pupils' learning and development. The results of the PANDA are now carefully analysed and are being used appropriately to target the school's priorities.
56. The role of the subject co-ordinator is unsatisfactory overall, despite improvements instigated by the new headteacher. Co-ordinators do not, at present, have sufficient time to monitor the quality of teaching and learning in the classrooms or to ensure that the standards and progress in their subject are appropriate. Co-ordinators also have too little say in how the curriculum is planned so that they can ensure that strengths are built on, weaknesses addressed and all statutory elements of their subject taught. The school is shortly introducing a computer program to record pupils' progress. This is a good initiative that will enable co-ordinators to monitor pupils' progress through direct observations and by the results of planned assessments.
57. The school has made unsatisfactory progress since the last inspection, with too many of the key issues identified at that time not being properly addressed. The school has not yet devised a whole school curriculum based on the National Curriculum that ensures the progressive development of pupils' skills, knowledge and understanding. It has not adopted the National Literacy Strategy nor the National Numeracy Strategy and this is leading to weaknesses, particularly in pupils' numeracy development. Until the arrival of the new headteacher, there had been no ongoing programme for the monitoring and evaluation of the quality of teaching and learning. The school's performance management strategy is now in place and is to be extended to include support staff during the next school year. The lack of in-service courses has resulted in teachers missing out on national initiatives, particularly in numeracy and literacy. However, there has been an improvement in the provision for pupils' special educational needs since the last inspection, with teachers making far better use of pupils' individual education plans when planning class lessons. There has also been some improvement in the annual reports to parents which now describe pupils' progress in all the National Curriculum subjects although not all give targets for improvement in these subjects. Pupils' attainment in physical education has risen since the last inspection and attainment has remained above national expectations in art. However, pupils'

attainment in English, mathematics and geography has fallen since the last inspection. The overall good progress that pupils made at the time of the last inspection has fallen to satisfactory progress, mainly as a result of weaknesses in the curriculum. However, the school's provision for pupils' spiritual, moral, social and cultural development has improved, and pupils' behaviour and their attitudes to work have remained at a high standard.

58. The old school development plan for 2000 – 2003, whilst clarifying the school's philosophy in areas of pupils' learning did not, as at the time of the last inspection, clearly identify the key priorities, timescales and costs and as such was an unsatisfactory document. The new headteacher has drawn up a draft improvement plan that has, for the first time, taken into account the views of staff, governors and parents. The plan correctly identifies weaknesses, clarifies the personnel who will be responsible for each initiative, itemises the costs and gives clear criteria for evaluating the success of each initiative. It makes far greater use of the skills of co-ordinators and involves the use of governors in the evaluation of developments. Careful consideration has also been given to ensure that these planned developments will be appropriately financed.
59. The school's previous aims have recently been updated and are now well incorporated into the school's day-to-day routines. They highlight the importance of the development of each pupil's potential and good relationships within a caring, motivating and supportive environment. The planned school developments will further reinforce these aims.
60. Leadership and management of special educational needs (SEN) is satisfactory and all statutory requirements are fully met. The draft policy takes account of the revised Code of Practice but is still to be approved by the governing body. All pupils on the SEN register have appropriate individual education plans in place with a range of specific learning targets identified; these are regularly reviewed with parents. The SEN register, however, lacks sufficient detail in respect of pupil information, such as; pupils' dates of birth, reason for being on the register, gender and the date pupils are placed on the register.
61. The demands of the curriculum are appropriately met by a staff that is adequate in number and has appropriate qualifications and experience. The staff has a good mix of age, gender and experience and is well supported by some experienced teaching assistants who are well integrated into the teaching team. In-service training for teachers and non-teaching staff has historically not focused on school priorities. As such, some members of staff have not kept up-to-date with educational initiatives to develop classroom organisation and teaching strategies. The recently appointed deputy headteacher has taken over the staff development programme. Priorities for staff training are now clearly focused on school priorities, the development of co-ordinators' skills and teachers' personal development as outlined in their performance management targets. For the first time, non-teaching staff are also going to be involved in the performance management programme and some already benefit from clearly targeted in-service training. Pupils benefit from specialist teaching in music and in football. This has greatly enhanced the curriculum and the school's standing in the local community in these two areas.
62. The school's finances have been carefully managed since the last inspection. The school's carry forward of over five per cent of its total budget last year was spent to reduce the class teaching commitment of the headteacher. Plans to take the headteacher out of the classroom for the next academic year is a carefully considered priority of the governors. This will enable the headteacher to spend far more time monitoring the quality of teaching, learning and standards throughout the school. There are secure financial systems and effective control, with the headteacher and governors having a clear picture of monthly spending. Very good support is provided by the office manager, whose accountancy skills are being well used by the school. She has a close working partnership with the chairman of the finance committee, and records of spending are now closely monitored. The school administration is very efficient with very well established routines and the good use of appropriate computer programs. The recommendations of the last audit report have been successfully addressed. The planned devolving of the curriculum budget to co-ordinators is a good initiative and will enable them to target finances closely to subject priorities and make them more accountable to subject governors for the impact of spending on standards. The school applies the principles of best value satisfactorily in terms of the comparison of the school's performance against similar schools, and in its consultation with parents. Specific grants are

used appropriately, and good use is made of the additional budget to support the learning of those pupils on the special educational needs register.

63. The school benefits from spacious accommodation that is used effectively. The school makes good use of the space for physical education and games, and this impacts positively on pupils' standards. The creation of an ICT suite since the last inspection has improved the teaching of skills in this area and the plans to enlarge this suite will make it possible to teach whole class groups in the future. Good quality display and art work enhances the accommodation, with pupils being rightfully proud of their work around the school.
64. The resources for learning are unsatisfactory overall, in some subjects provision has not kept pace with national initiatives since the last inspection and, because of this, resources in English, mathematics, science and music are now unsatisfactory. Resources for art are very good and good for design and technology and physical education. The latter has benefited from a national initiative in the last two years. The number and quality of books in the school's library has improved since the last inspection and its effectiveness should be further enhanced with the proposed computer cataloguing of all books during the autumn term.

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

65. In order to improve standards of attainment and the quality of education, the governors, headteacher and staff should:

- (1) \* improve the quality of the curriculum to ensure that:
- pupils' learning is carefully planned in all subjects and particularly in mathematics and science;
  - pupils of all abilities are appropriately challenged, particularly those who are higher attaining;
  - the development of pupils' skills, knowledge and understanding is clearly defined for each of the four year groups;
  - pupils of the same year group have full entitlement to the same learning;
  - all the requirements of the National Curriculum are met;
  - subjects are appropriately resourced;
  - regular assessments are made, analysed, and used to inform future planning. ( Paragraphs 25-28, 44, 45, 64, 77, 78, 86-88, 92, 94 )
- (2) \* improve the systems for monitoring and improving the school's performance by:
- setting up regular opportunities for the headteacher to monitor the standards of teaching and learning in the classrooms;
  - ensuring perceived weaknesses are addressed through in-service training and opportunities to observe the high quality practice in school;
  - making greater use of the expertise of subject co-ordinators to monitor standards in their subjects and the quality of teachers' planning;
  - feeding back findings regularly at staff meetings so that practice can be continually developed and improved. ( Paragraphs 44, 56, 57, 80, 86, 87, 94 )

In addition the school may wish to include the following minor weaknesses in its action plan:

- improve the geography provision through the school; ( Paragraphs 110-114 )
- \* review the use of termly topic books for each pupil; ( Paragraph 47 )
- review the procedures for contacting parents about a child's unexplained absence; (Paragraph 42 )
- the use of teaching assistants during the initial part of lessons. ( Paragraph 23 )

\* Included in the present school development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	3	9	8	2	0	0
Percentage	12	12	36	32	8	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 four percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		135
Number of full-time pupils known to be eligible for free school meals		4

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		30

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	19	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	16	11	16
	Total	25	20	25
Percentage of pupils at NC level 4 or above	School	81 (94)	65 (79)	81 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	8
	Girls	14	13	11
	Total	22	22	19
Percentage of pupils at NC level 4 or above	School	71 (85)	71 (82)	61 (67)
	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	1
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	133
Any other minority ethnic group	0

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: Y3 – Y6

Total number of qualified teachers (FTE)	6.3
Number of pupils per qualified teacher	29.3
Average class size	27

### Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	63

### Qualified teachers and support staff: nursery

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

*FTE means full-time equivalent.*

## Financial information

Financial year	2001
	£
Total income	376116
Total expenditure	371188
Expenditure per pupil	2791
Balance brought forward from previous year	17067
Balance carried forward to next year	21995

## Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	135
Number of questionnaires returned	38

### Percentage of responses in each category 28%

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	50	3	2	0
My child is making good progress in school.	32	58	3	5	2
Behaviour in the school is good.	52	48	0	0	0
My child gets the right amount of work to do at home.	10	45	29	16	0
The teaching is good.	29	63	3	3	2
I am kept well informed about how my child is getting on.	34	48	10	5	3
I would feel comfortable about approaching the school with questions or a problem.	66	32	0	2	0
The school expects my child to work hard and achieve his or her best.	50	39	3	5	3
The school works closely with parents.	37	47	5	5	6
The school is well led and managed.	32	58	0	0	10
The school is helping my child become mature and responsible.	45	50	3	2	0
The school provides an interesting range of activities outside lessons.	45	45	8	0	2

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

### **ENGLISH**

66. The attainment of Year 6 pupils in the 2001 National Curriculum tests was above average when compared to all schools nationally and when compared to schools who draw their pupils from a similar background. Pupils' attainment has remained consistently above average since the last inspection. Evidence from the inspection indicates that by the end of Year 6, standards in English are average. The proportion of pupils attaining the higher levels is also in line with national averages. The attainment of the present Year 6 pupils has fallen slightly compared to last year's Year 6 due to a decline in the proportion of pupils working at the higher levels. Overall standards have also declined since the last inspection when pupils' attainment was above average in all areas. However, the teaching of English is a developing strength and pupils, including those with special educational needs, are making appropriate progress in their learning, particularly in Years 5 and 6 where progress is good.
67. Standards in writing are variable throughout the school, but are in line with the national average by the end of Year 6, with some pupils exceeding this. Many lower-attaining pupils, including some with special educational needs, write simple sentences, some using capital letters and full stops appropriately. Other pupils have a range of good ideas and can communicate these, using a logical format and some accurate use of basic punctuation. Higher-attaining pupils write interesting prose with well developed ideas using good, descriptive language and appropriate grammar and punctuation. Pupils are making satisfactory progress in their writing although basic punctuation and spelling are comparatively weak because these skills are not consistently well taught in all classes. Pupils have not benefited from well-structured word and sentence work through a whole school planned literacy curriculum. As a result, Year 6 teachers have to spend time covering missing elements of the curriculum which have not been effectively addressed in earlier year groups. Pupils make good use of their drafting books to refine their writing, but there are too few regular planned opportunities for extended writing and this is restricting development of advanced writing skills in all year groups, and especially for the more able pupils. Additional Literacy Support for pupils in Year 3 and 4 and 'booster' classes for the older pupils are being used effectively to improve pupils' literacy skills. Individual writing targets are set in Year 3 to help improve pupils' writing skills, but they are not set through the school.
68. The lack of full implementation of the National Literacy Strategy, with appropriate adaptations to meet the needs of the school's priorities, is holding back the teaching of basic literacy skills. Planning, including differentiation for pupils of different ability, lacks consistency across the classes. This is resulting in pupils' learning not being effectively sustained and developed through a planned curriculum that is adhered to by all teachers.
69. The use of English in other subjects is developing well. Some good links exist and some teachers are maximising these opportunities well to develop pupils' literacy skills. Writing is increasingly well used in subjects such as science, history and geography, and this is making a positive contribution to the development of pupils' confidence and skills. Computers are used effectively to support English in some classes, although this is not yet consistent across the school as part of the extended English curriculum. Resources for English are unsatisfactory and do not effectively meet the demands of the curriculum. The school is aware of this and is planning to extend these. The range and quality of fiction books has been significantly improved since the previous inspection and there are further plans to extend non-fiction books for the school library, including books which represent other world cultures, so that pupils' research skills and cultural awareness can be further developed. The school is establishing a full cataloguing system in the library using ICT in readiness for the autumn term. This will be useful for the development of pupils' library skills and also will help the school identify sections which need additional resources.
70. Standards in reading by the end of Year 6 are in line with national averages. Pupils show a satisfactory understanding of the basic concepts of print and most have positive attitudes to reading. Only a minority of pupils, however, was able to name and discuss authors or books they have read. All pupils experience a period of quiet reading daily in class that is contributing

positively to their learning. Reading records, although basic in detail, are generally well maintained and show that pupils read regularly both at home and at school. However, reading does not, overall, have a sufficiently high status within the planned curriculum: shared or guided reading is not used consistently in all classes, and not all teachers listen to individual pupils read on a regular basis so that they can assess their progress.

71. More able pupils read very well. Their reading is accurate, fluent and expressive, and takes note of punctuation. Less able readers talk about their books and a few can retell the story of familiar books. Some pupils predict and offer opinions about their books, but few can suggest alternatives to the story line. Some pupils make good use of picture clues when they cannot read a word. However, in all year groups, a number of pupils are still experiencing some difficulties with their reading, particularly with irregular words. Although they know the letter sounds, these pupils have difficulty 'blending' these sounds to help them tackle an unfamiliar word. Strategies to help pupils pronounce unfamiliar or difficult words have been insufficiently well developed in the past, and the lack of consistency in the school's approach to phonics teaching has restricted the progress of some pupils' reading.
72. Standards in speaking and listening are high. Many pupils have very well developed speaking skills and use them confidently in a range of situations. They are articulate, use interesting language, can form complex sentences well and make themselves clearly understood. The school positively encourages pupils who lack confidence in speaking, and as a consequence these pupils make good progress in learning how to explain their ideas whilst developing a wider vocabulary. Listening skills are also well developed through effectively planned collaborative or paired activities that offer pupils good opportunities to express ideas and listen to each other. Many delightful examples of pupils collaborating, negotiating, and discussing were observed during the inspection, such as when Year 5 and 6 pupils discussed the 'presence of God' in two creation poems they were analysing. Pupils' learning and progress are further enriched through opportunities to engage in drama activities, circle time discussions and in the school's splendid concerts where there is an expectation that all pupils will participate.
73. The standard of pupils' spelling is satisfactory by the end of Year 6, but is variable in all year groups. Many pupils still regularly make errors in the spelling of common words and teachers' expectations of what pupils must spell correctly are inconsistent and generally too low throughout the school. There are insufficient word lists displayed around the school, on walls within classrooms, in pupils' books or sent home to parents. As a result, it is not clear what pupils are expected to know by the end of each year. Strategies for developing spelling are not in place, and there are inconsistent approaches to help pupils find or check the spelling of words needed for their writing. For example, there are insufficient strategies such as 'key words' and subject-specific word banks to support pupils across the curriculum. The lack of regularly planned, effective phonics teaching which builds on pupils earlier learning has restricted many pupils' spelling skills from developing beyond basic levels. This affects standards in writing and is preventing more able pupils from attaining standards that are in line with their abilities.
74. The quality of handwriting is very variable. There is evidence that some pupils are developing consistently well formed letters and a neat cursive style of writing. However, a significant proportion of pupils, including those in Years 5 and 6, still have irregular letter formation and inconsistent joining, which is unsatisfactory for this age, and affects standards in writing. The good standards of presentation seen in some classes are not consistent throughout the school.
75. The quality of English teaching is satisfactory and this relates closely to the satisfactory progress that pupils make through the school. The quality of teaching is not as good as at the time of the last inspection. However, two lessons seen during the inspection were excellent with another two lessons being very good and good. Teachers mainly demonstrate very sound subject knowledge and lesson delivery is confident. Most teachers show a good understanding of a range of teaching styles that are required for the development of pupils' literacy skills. Teachers also make effective use of positive reinforcement to develop pupils' confidence. Where teachers are particularly effective, they maintain very high expectations of their pupils, have established a sound work ethos, and use ongoing assessment effectively to raise pupils' awareness of what they need to do to improve. For example, in a Year 6 lesson, the teacher made very good use of questioning to assess pupils' understanding during a discussion about personification in a poem

they were studying. There are issues with pace and expectations in some lessons which impacts on pupils' motivation, amount of work completed and overall attainment. Where this happens, time is not well used and pupils do not make the progress of which they are capable.

76. Teachers are not yet using marking effectively to help pupils improve. Most marking gives appropriate positive comments, but too little identifies to pupils how they can improve their work. As a result, teachers' marking is not impacting effectively on the standards of pupils' work. There are examples of good practice. For example in a Year 6 class, there is good evidence of a developing dialogue with pupils, which is clearly leading to improvements in the quality of pupils' work.
77. The school's termly and weekly planning is satisfactory overall. The quality of planning is inconsistent across the school, and there is no evidence of teachers' regularly evaluating the effectiveness of their planning. At present, teachers use different planning formats that makes the job of monitoring plans unnecessarily difficult and time consuming. In lessons where English is being taught at the same time as other subjects, planning lacks detail about how pupils are to be taught specific skills. This is unsatisfactory, because pupils are not receiving direct, well focused teaching to develop specific skills they need. There has been some monitoring of plans by the co-ordinator, but all plans are monitored by the headteacher and regular oral and written feedback given. Monitoring of pupils' work has not been formalised as part of a whole school monitoring programme to ensure that identified weaknesses are addressed in a comprehensive action plan.
78. Most lessons are generally well planned to take account of the individual needs of all pupils so that they have equal access to the curriculum. The level and quality of planning work for pupils is not consistent in classes and there is not enough targeting of work to different abilities to ensure they are suitably challenged. There is some evidence of teachers planning effective extension activities for more able pupils which properly extends their learning. An excellent example of this was seen in a Year 6 lesson where the class teacher spent time working with more able pupils on advanced skills to improve their writing. Teachers make satisfactory use of their teaching assistants to ensure pupils of different abilities take a full part in lessons. In two lessons observed, support staff were not used effectively during the initial teaching input and did not have a clear idea of their role. The school does not yet have a systematic procedure for recording the impact of teaching assistants on the learning of the pupils they are supporting. The use of homework to consolidate and develop pupils' learning is unsatisfactory. There was no evidence in lessons seen of a coherent homework policy being used across the school to extend pupils' learning.
79. Pupils' attitudes to learning are exemplary. They are self controlled, listen attentively to their teachers and each other and respond positively at all times. They clearly enjoy their learning. Teachers have established effective classroom routines, developed delightful relationships with their pupils and maintain a quality dialogue throughout lessons, all of which make a positive contribution to pupils' learning. For example, discussions between Year 6 pupils and their teacher on the abilities of famous people to write their own autobiographies, as against employing a ghost writer, led to some extremely perceptive comments and insights.
80. The role of the English co-ordinator is at present unsatisfactory as he does not have enough opportunities to monitor the quality of teaching and learning in the classrooms or the quality of pupils' work. As a result, the school lacks a comprehensive action plan that specifies a clear vision of what needs to be done to raise standards further. Assessments are set every term. Whilst they give an indication of pupils' progress over time, they are not analysed systematically to ensure that strengths are built on and weaknesses addressed in future planning. Infrequent in-service training in the subject has not enabled teachers to keep up-to-date with the latest national initiatives. As a result, teachers' expertise has not been systematically developed, and pupils are not benefiting from a coherent approach to the teaching of the subject.

## **MATHEMATICS**

81. Standards in mathematics are average by the end of Year 6 and have fallen since the time of the school's last inspection.

82. By the end of Year 6, pupils multiply and divide by 10 and 1000. They know how to add, subtract, multiply and divide and write down their calculations. They understand relationships between vulgar fractions, decimals and percentages. Pupils calculate restaurant bills and add on the VAT, with higher achieving pupils doing this without using a calculator. Whilst some Year 6 pupils respond well to quick-fire mental questions involving multiplication and division of money, others demonstrated a less secure knowledge of number bonds and multiplication facts. Overall, pupils find it difficult to explain their mathematical ideas clearly and to use mathematical vocabulary confidently. Year 6 pupils find perimeters and calculate areas accurately. They know how to draw angles and can calculate the third angle of a triangle when given the other two. Higher attaining pupils construct and calculate complementary and reflex angles. Pupils construct simple line graphs and know how to collect data and record it in frequency tables.
83. Whilst pupils' overall progress is satisfactory by the end of Year 6, it is not consistent as they move through the school. The pupils' work shows that when they enter the school their skills in mathematics are average. However, by the end of Year 4 most pupils have made unsatisfactory progress in number and data handling. The majority of pupils make satisfactory progress in Year 5 and all pupils make good progress in Year 6.
84. The overall quality of teaching is satisfactory although a small proportion of unsatisfactory teaching was observed. In one lesson teaching was good. Teachers plan their work carefully. However, the school has only started to implement the National Numeracy Strategy this term, and teachers' planning using the strategy's framework is not fully developed. All teachers identify the focus of their lessons clearly in their planning and in most cases this is reflected in the introduction to the lesson. However, tasks given to pupils are not always structured so that they appropriately reflect the focus of the lesson. Teacher's subject knowledge is satisfactory. This is reflected in the way teachers use mathematical language to question pupils and to explain tasks. In some lessons, too many different concepts are introduced and pupils have insufficient opportunities to consolidate their learning. In most lessons, teaching is lively and this engages pupils' interest. In the one good lesson, time was used effectively and tasks were well matched to the pupils' needs. This meant that pupils of all abilities made good progress. In other lessons, groups of pupils often completed different tasks but these were not always well structured or sufficiently matched to their abilities. This limited the progress made in these lessons particularly by the higher attaining pupils. The pace of work often slows down when pupils are working on tasks in groups and this limits what is achieved. In some classes, during group and independent work, teachers tended to set tasks for pupils and then supervise rather than work intensively with different groups to develop particular skills. However, lower attaining pupils are well supported by the teaching assistants, as are those with special educational needs, and this ensures that they make satisfactory progress. Homework is unsatisfactory and during the inspection there were no instances observed where homework was used to support the pupils' learning in mathematics.
85. Teachers' management of pupils is good. Pupils behave well in all lessons because teachers use many skilful management strategies. Pupils are eager to learn and concentrate for long sessions. Teachers respond to pupils' ideas positively. Pupils' relationships with each other and adults throughout the school are very good. Pupils work well together and are very supportive of each other. Mathematics makes a good contribution to the pupils' social development.
86. The use of assessment information is unsatisfactory. In the majority of classes, teachers do not use their day-to-day assessments to match tasks to the abilities of all their pupils. Standards of marking are not consistent across the school. In the majority of classes, work is marked regularly with some staff providing helpful feedback to pupils. In Year 4, however, marking is unsatisfactory with some work not marked at all and little feedback given to pupils. Whilst teachers carry out formal assessments each term, the information is not used effectively to track progress and to inform teaching. The school is not using its performance data effectively. Although the girls' performance has been lower than that of the boys over the last three years, the school currently has no strategies in place for monitoring the girls' performance to see if this trend can be reversed.
87. The new headteacher has taken over the management of mathematics and has a very clear view of the strengths and weaknesses of the school's provision. In order to improve mathematics

provision, he has introduced staff to the National Numeracy Strategy, purchased a new mathematics scheme and arranged in-service training for the staff. All this has been achieved in a very short period of time. However, over time, the management of mathematics has been unsatisfactory. The curriculum provided during this school year has not ensured that there has been full coverage of the National Curriculum. Resources are limited but the headteacher has identified what needs to be purchased and identified the necessary funds. The pupils' work shows that in Years 3 and 4 there is insufficient coverage of space, shape and measures and data handling. There is little evidence across the school that pupils consistently have opportunities to use and apply their mathematical skills to solve problems. Whilst the cross curricular topic books provide some good opportunities for pupils to apply their mathematical knowledge in a wide range of contexts, the level of provision depends upon an individual teacher's interest rather than consistent planning across the school. This limits some pupils' access to this subject. The subject has not been monitored effectively and this is resulting in marked variations in provision, teachers' expectations and the standards achieved by pupils.

88. At the time of the last inspection, standards in mathematics were higher at the end of Year 6. Whilst the quality of teaching observed during this inspection is similar to that observed previously there is greater variation in the progress made by pupils as they move through the school. Curriculum provision is not as coherent as it was during the previous inspection and has not benefited from national initiatives in the subject. Overall, unsatisfactory progress has been made in this subject since the school's previous inspection.

## **SCIENCE**

89. The attainment in science of the present Year 6 pupils is average and standards have not changed since the last inspection. All pupils, including those with special educational needs, are making satisfactory progress overall in their time in school. The standards this year show an improvement over the attainment of last year's Year 6, which was below average and well below average when compared to similar schools. The main reason for the improvement is that the new co-ordinator monitored pupils' work, found out where there were weaknesses and addressed these in recent revision classes. As such, there are no areas of weakness in the present Year 6 age group.
90. By the end of Year 6, pupils have satisfactory knowledge of a fair test and use this well in their in-depth investigations, such as pupils' study of the Bell Vine plant. Pupils have a good understanding of the workings of some parts of the human body. Their diagrams are carefully drawn and their explanations show good knowledge which is clearly seen in their work on the circulatory system. Pupils have a sound understanding of forces, know that these are measured in Newtons and set up accurate investigations to show friction properties of different materials. Pupils have a good understanding of light and how light travels, and make effective use of their understanding in the construction of periscopes and kaleidoscopes. Whilst pupils cover some elements of all aspects of the science curriculum, the way that science is planned at the moment means that their coverage of the subject is not as complete as it should be. There are also wasted opportunities to assess pupils' understanding when teachers do not consistently ask for a hypothesis and explanations for findings as part of pupils' investigation work.
91. Progress through the school is not even. In Year 3, pupils make satisfactory progress overall and good progress in their understanding of making a fair test as this is well emphasised by the teacher. Pupils are expected to use their subject knowledge appropriately before they begin an investigation. For example, in their investigation into how to keep things cold, pupils were asked to make predictions and hypothesise about the melting rate of two similar ice blocks, one of which was to be wrapped in a material and the other to be left open. When asked to share their hypotheses, one higher achieving pupil predicted that the ice cube that was not wrapped up would stay coldest for the longest time. When asked to justify his decision the pupil replied "I stay cooler with clothes off than with clothes on, and the same will happen to the ice cube". This response gave the teacher a deep insight into a mind trying to come to terms with the difficult concept of insulation. Pupils make good progress in their work on the human body, including work on bones, muscles and heart rate. However, pupils do not make the same good progress in their understanding of forces, magnetism and electric circuits.

92. In Year 4 pupils' progress is unsatisfactory because the teacher does not ensure that pupils cover enough science work in their topics. Pupils have satisfactory understanding of electrical circuits and on investigating the rate at which boiled water cools but there are too many areas of the expected Year 4 curriculum which are not covered. There are also issues over equal opportunities for Year 4 pupils. In the Year 4/5 class, Year 4 pupils cover more scientific topics than their peer group in the Year 4 class. Pupils' progress picks up in Year 5, with pupils making good progress in their investigation work. Most teachers insist that pupils make hypotheses and predictions and also explain their findings, and this ensures that pupils are using their subject knowledge consistently in science lessons.
93. The quality of teaching is satisfactory overall. Pupils have positive attitudes to the subject and behave very well in lessons because teachers plan tasks that are interesting and link well with the class project work. Teachers have good subject knowledge and use this well in their questioning of pupils. Year 5 pupils' understanding of forces was greatly clarified by well-focused questioning, and this enabled the pupils to set up investigations that made good use of their new knowledge and understanding. Teachers encourage pupils to record their work in a range of different ways, and this adds greatly to the quality of their presentation. For example, pupils' investigation into the way that climbing plants grow resulted in very detailed and beautifully presented pieces of work. Pupils' topic books shows high standards of presentation and a well planned use of ICT, particularly for recording the findings of investigations and for producing relevant graph work. However, because of the way that the topic work is planned, higher achieving pupils are not always challenged in some of the open-ended tasks that they are set.
94. The new co-ordinator, who was a science specialist in her last school, has made an accurate identification of the present weaknesses in science. Much of this is caused by the inadequate curriculum that does not allow the full development of pupils' skills and knowledge as laid down in the National Curriculum. Whilst pupils have good understanding of certain aspects of the curriculum, this understanding is not broad-based and there are areas, such as electrical circuits and magnetism that are not covered appropriately. Until there is a clearly planned curriculum, it is most unlikely that pupils' potential in this subject will be properly realised. Assessments are set at the end of every term and carefully marked to record pupils' progress. However, teachers do not have graded pieces of work in portfolios to ensure that their marking accurately indicates pupils' progress. The recording of the results of these assessments is not standardised and the assessments are not analysed carefully to ensure that any consistent weaknesses are addressed in subsequent planning. Resources overall are unsatisfactory, particularly in the area of physical processes which is not consistently planned for through the school. However, the new co-ordinator is to be given a budget in the new financial year. She will also have time to catalogue all resources and have regular time out of her classroom to monitor the quality of teaching and learning in the classroom and the standard of pupils' work. This will help to ensure that pupils' learning experiences are appropriate and ensure full coverage of the statutory curriculum for the subject.

## **ART AND DESIGN**

95. Four lessons of art were seen during the inspection. Judgements are based on these, work displayed in classrooms and around the school and discussion with pupils and the co-ordinator. Pupils, including those with special educational needs, make good progress in their learning and standards overall are generally above those expected of pupils in Year 6.
96. Although the school has recently adopted a new scheme of work for art, which follows national guidelines, there has been insufficient time for this to become fully embedded and some teachers are using the scheme to fill gaps. As a result, provision remains inconsistent across the school, and the organisation of art in some classes, as identified during the last inspection, is unsatisfactory.
97. Nevertheless, there is a strong emphasis on art throughout the school, and pupils use their artistic skills frequently through links across a wide range of subjects, and this makes a good contribution to overall standards. The Year 6 Tudor portraits, incorporating their friends' faces and

the three dimensional masks of Egyptian gods with writing about 'My God' are two very good examples of the links between art, history and English.

98. Pupils are enthusiastic, work hard and enjoy their art lessons. Displays around the school and in classrooms are high quality, showing good examples of a wide range of techniques and materials. The range and quality of work displayed is consistent with good teaching and demonstrates the high status of art throughout the school and the strong commitment to develop pupils' creative skills.
99. There is a strong teaching emphasis on observational drawing and painting in all year groups, and opportunities to study the work of others are maximised wherever possible. A good example of this was in a Year 5 and 6 lesson where pupils were evaluating a picture by Lowry which enabled them to extend their own sketches, made locally, of people in action and place these against a background of buildings. Pupils in this lesson made good progress in their sketching and composition skills as a result of careful planning by the teacher and good use of resources. Another good example of how pupils' art work is developed and extended is the Year 6 pupils' expressionist paintings, based on the work of Picasso. Pupils' self-portraits, with emphasis on features, were portrayed in two ways; one painted in colours to represent feelings and the other cut and painted to create an image as seen in a cracked mirror. Both enriched pupils' spiritual and cultural development as well as developing their skills in using tone and colour for different purposes. Three dimensional work is well covered and pupils work successfully in clay; for example, the beautifully crafted clay leaves made during a recent 'Grounds Day' by Year 3 pupils.
100. Pupils' learning in art is enriched by visits such as the trip to the Henry Moore Foundation undertaken by pupils in Years 3 and 4 during the week preceding the inspection. This experience was well used to stimulate pupils and help them create models in the style of the sculptor. Pupils in Year 3 were able to recall many details from their observations, through the skilful questioning used by their teacher, and used technical language, such as 'maquette', 'texture' and 'tone' appropriately. They made good use of well developed speaking and listening skills to discuss and share their ideas and approached the activity with thought and enthusiasm. As a result of very good teaching in this lesson, pupils made very good progress in designing a three-dimensional sculpture. By contrast, pupils in Year 4 did not have a positive learning experience due to an inappropriately organised lesson which incorporated design and technology and English and which lacked the direct teaching of skills required for pupils to achieve successfully.
101. Leadership and management of art are satisfactory. Staff are enthusiastic, share ideas and seek advice and support from the co-ordinator when necessary. There is no formal assessment or recording of pupils' progress yet and this will need to be addressed so that feedback can be given to pupils as to how they can improve and develop their skills further. The co-ordinator has not yet had release time for monitoring teaching and learning and, although there has been some monitoring of medium term plans with verbal feedback for staff, this is not part of a consistent whole school approach to monitoring the curriculum. As a result, issues outstanding from the previous inspection, such as the inappropriate organisation of art teaching, have not been adequately addressed.
102. Resources for art are very good and well used by staff. All classes have a basic stock of art materials and more specialist resources are stored centrally. The school's art room is highly valued as a resource and is well used by staff. The co-ordinator has appropriate expertise in art, is enthusiastic and is aware of areas requiring further development, such as work on critical studies, use of ICT and working in the style of other artists world wide. She has a clear idea of where the school needs to be and how to get there, and will be establishing a detailed action plan which identifies priorities and guides progress.

## **DESIGN AND TECHNOLOGY**

103. Only two lessons were observed during the inspection and therefore it was not possible to see all elements of design and technology. Judgements are therefore made on the basis of lesson observations, analysis of pupils' previous work, displays in classrooms and around the school, documentation and discussions with pupils and the co-ordinator. All pupils, including those with

special educational needs, make satisfactory progress, and standards by the end of Year 6 have been maintained since the last inspection and are in line with national expectations, with some pupils achieving higher levels.

104. Provision for design and technology is satisfactory. The school has recently adopted a new scheme of work, based on national guidance, although it has not yet been fully implemented. The planned curriculum includes sewing and cooking but there is still a need to improve control technology, which the school fully recognises. There are good links with other subjects, especially mathematics, ICT and English.
105. Pupils are enthusiastic, highly motivated and enjoy design and technology. They are attentive, work well together and show good knowledge of previous work done. There is a strong tradition of doing and making things in the school and in both lessons observed pupils demonstrated confidence in working practically and in choosing materials properly. Their skills in working with tools, equipment and materials are generally developing well and discussions with pupils indicate clearly that they have a good awareness of health and safety issues. Scrutiny of pupils' previous work indicates that their planning shows good understanding of the design process, diagrams are generally well drawn and appropriately labelled, with clear lists identifying materials required and well written instructions.
106. The quality of pupils' work seen is consistent with satisfactory teaching overall. In one lesson observed, of pupils in Years 5 and 6, teaching was exemplary and provided a quality learning experience for all pupils. They used prior knowledge effectively and demonstrated excellent abilities in discussing, sharing and planning ideas. Their skills in accuracy, specifically in measuring and shaping materials, were good as a result of the excellent direct teaching of these skills. Their learning was further supported by the helpful information sheet and enlarged drawings on the board provided by the teacher. Pupils' general abilities in evaluation are good. They use highly developed skills in speaking and listening to discuss what went well, how improvements could be made and what they would do differently next time, and why.
107. Pupils' learning is enriched through a range of experiences such as the 'grounds day' involving the whole school in a number of activities, including building and making a picnic bench. A visitor to the school during the inspection worked with pupils in Years 5 and 6 on designing, planning and making a bridge from everyday materials. Pupils were highly motivated, worked well together and applied their prior knowledge of structures and mathematical terminology effectively to the task. During this lesson, the class teacher and support person made good use of the opportunity to carry out some continuous assessment of the pupils.
108. Teachers' planning now follows the newly adopted scheme of work but this is not yet fully implemented and remains inconsistent across the school. This needs to be addressed urgently to ensure that pupils in all year groups have access to an appropriately planned whole school curriculum which builds on pupils' previous learning and ensures full coverage of the design technology programmes of study. The school is aware of this and has plans to implement a rolling two year programme which is intended to take account of this as well as issues related to mixed age classes.
109. Leadership and management of design and technology are satisfactory. Staff are enthusiastic, seek advice and support each other and work together well. A teaching assistant has attended a course on cooking and is now working with pupils across the school. There are plans to cascade this training to further develop staff expertise and confidence. Formalised assessment and records of pupils' progress have not yet been established. The headteacher has monitored teachers' planning, but there has been no monitoring of teaching and learning in the classrooms nor of pupils' work. The school is aware that the organisation of teaching for the subject remains unsatisfactory from the previous inspection, and will be addressing this shortly. Resources have been well developed, and there is a reasonable range of tools and equipment. There are plans to enhance these as the new curriculum is implemented.

## **GEOGRAPHY**

110. Evidence from the one lesson seen, scrutiny of pupils' work, teachers' planning, display work and discussions with the co-ordinator indicate that standards are just below those expected for the pupils' age by the end of Year 6. Standards in geography are lower than they were at the time of the last inspection when they were in line with national expectations. Progress over time is unsatisfactory for most pupils including those with special educational needs.
111. By the end of Year 6, pupils describe and compare the physical and human features of a limited number of different localities. They also offer clear reasons for some of their observations and views. However, pupils study a limited range of places. This, in turn, limits their ability to recognise and describe geographical pattern and to develop a wider understanding of location. The pupils' work indicates that they have limited access to atlases, globes maps and plans and that little use is made of ICT to support learning in geography.
112. Discussions with older pupils show that they have undertaken fieldwork, mainly on their residential visits to Watersfield in Year 5 and Robin Hood's Bay in Year 6. As a result, they are able to talk about the similarities and differences between places they have studied. Evidence of pupils' work from the scrutiny shows that they take care with their presentation but there is limited coverage of the geography curriculum. This is also reflected in teachers' planning. There is insufficient evidence to make a firm judgement on the quality of teaching. However, in the one lesson seen the quality of teaching and learning was satisfactory. The lesson in Year 3 was well planned and good use was made of open-ended questions to promote pupil participation and involvement. Resources were well used to support pupils' skills, knowledge and understanding. However, some of the tasks the pupils were given were not sharply focused enough on the geographical skills needed to develop pupils' learning in this subject. Good relationships were established and behaviour was good. Progress in learning was satisfactory in this lesson as the quality of teaching had a positive impact on pupils' attitudes to the subject. Throughout the lesson, the concentration of Year 3 pupils was good and they remained attentive and alert.
113. Teachers' planning shows that, up until this term, geography was covered through a series of cross-curricular topics. This arrangement is unsatisfactory because it does not ensure a coherent geography curriculum. This term, teachers' planning for geography reflects national guidance for the subject. As yet this scheme is not bedded in sufficiently well to ensure that the provision for geography fully meets the requirements of the National Curriculum. The new headteacher has taken responsibility for co-ordinating this subject since January 2002. He has a clear view about the developments that need to take place and has recently drawn up a framework for teaching the subject across the school.
114. Procedures for monitoring of teaching and pupils' work are not yet established. Assessment procedures to inform and guide curriculum planning are not embedded in the curriculum. The current leadership and management of this subject is satisfactory although it appears that the leadership given to this subject over time has not been effective. Learning resources are adequate and are easily accessible. There are good cross-curricular links with literacy and numeracy. The subject contributes well to pupils' social and cultural development.

## **HISTORY**

115. Only one lesson was seen during the course of the inspection. Judgements are based on an examination of pupils' work, displays, teacher's planning and discussions with the co-ordinator. Evidence indicates that pupils achieve standards expected for their ages at the end of Year 6. Standards have been maintained and are similar to those reported in the last inspection.
116. By the end of Year 6, pupils are developing an appropriate knowledge of British history and an understanding of what it was like to live in particular periods in the past. Pupils have learnt about features of periods such as the Vikings, the Tudors and Britain since the 1930s. They describe the reasons for change or historical events that have brought about change. Through the very effective use of artefacts and visits, pupils develop an understanding of what it was like to live in Viking, Tudor and Victorian times. They use evidence from a range of resources, visits and activities and evaluate their view of a period of time. One pupil, after experiencing a day in a Victorian classroom, trying typical food for the period and carrying out research about main events

concluded, 'Many things changed in Victorian times, however, I would not like to be a Victorian, food was horrible, teachers strict and work dangerous'. By Year 6, pupils have a good understanding of the history of their village, Ingatestone. They use a wide range of sources of information such as documents and pictures, visits to buildings and other sites, to provide evidence for their enquiries into the past.

117. As only one lesson was seen during the inspection there is insufficient evidence to make a firm judgement on teaching. However, in that lesson, the quality of teaching and learning was good. The teaching in this Year 5/6 lesson showed good subject knowledge, which was reflected in the very effective use of historical vocabulary. This, in turn, enabled pupils to use historical vocabulary well in their discussions and in the recording of their ideas. During this lesson, the teacher also focused very clearly on the use pupils should make of historical evidence to support their descriptions of changes in buildings in Ingatestone since Tudor times. The pupils responded by identifying evidence to support every instance of change that they noted. Pupils were very interested in their work and behaved very well throughout the session. They also shared ideas well and showed a high level of respect for one another's views. This particular activity also encouraged the good use of speaking and listening skills.
118. The scrutiny of pupils' work indicates that the progress of pupils, including those with special educational needs, is satisfactory. Pupils are acquiring appropriate historical skills through using evidence from a good range of resources and visits out of school to museums and places of interest. Pupils also use their literacy skills well in a good range of writing activities.
119. The school's policy has not been updated since 1997 so it does not fully reflect changes in the National Curriculum. In particular, European studies are not covered in sufficient depth. History is taught within a system of topics that are selected by the teacher. Whilst this does result in some very high quality work, it does not ensure that all pupils cover similar work, develop the same range of skills or have full access to the provisions of the National Curriculum for history. This is unsatisfactory. This term, teachers started to plan their work using the national guidance that is available for teaching history. As yet, this organisation is not sufficiently well established to ensure that there is a well structured history curriculum in place.
120. The new headteacher is providing effective leadership and management in this subject. A new framework for history has been drafted and teacher's planning now reflects national guidance. However, the leadership of this subject over time has not been satisfactory because it has not ensured that all pupils have equal access to a history curriculum that fully meets the requirements of the National Curriculum. Assessment procedures are underdeveloped although pupils self-evaluate their work at the end of each topic. Monitoring of teaching is underdeveloped. Resources are adequate and there is a very good use of the local environment. The use of ICT to access information is not firmly established. There are good cross-curricular links with literacy and numeracy. Display work is good and is well linked to current topics. The subject contributes well to pupils' social and cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. By the end of Year 6, pupils' attainment in ICT is in line with national expectations and standards have been maintained since the last inspection. Pupils now benefit from an ICT suite where they are taught new skills. Although pupils now have a wider range of skills than at the time of the previous inspection, there are too few opportunities to use and develop these skills in other subjects.
122. At the end of Year 6, pupils have developed good quality word processing and communication skills. They load programs, change font and colour, import pictures and print off work independently. These skills are particularly well used across the curriculum, such as in the design of a front page for their Egyptian topic. Pupils showed a good awareness of audience in their use of colour, framing and the range of pictures that they selected. Pupils are making increasing use of the Internet to support their learning in other subjects. For example, pupils search for information about William Shakespeare before their visit to the Globe Theatre. Pupils have good skills in handling data; clearly shown when they design their own spreadsheet to

record the results of their experiment when testing the hardness of rocks. They then chose appropriate graphs to display their findings. Pupils' control skills are comparatively weaker than other skills as the pupils have not yet used the appropriate program. Whilst pupils use CD ROMs to access information, their opportunities to use simulations, such as in project work, are underdeveloped.

123. Pupils, including those with special educational needs, make satisfactory progress as they move through the school. Pupils' word processing and communication skills are well taught and they use these skills to improve the presentation of their work. Year 3 pupils showed good skills when they word processed the script for their puppet play. They have a good knowledge of using different fonts, colours and sizing to enhance the appearance of their written work. This good work is continued in Year 4 when pupils benefit from the good subject skills of the ICT co-ordinator. Pupils are becoming confident in using the Internet and successfully search for maps of their locality. They know how to create their own spreadsheet, with higher-achieving pupils importing the data into a desktop publishing program. There are particularly good links with science when pupils produce graphs showing the different lengths of major bones. All pupils have a good understanding of how to question a database when working with more than one variable. Good communication skills continue in Year 5 where pupils make continuing use of the Internet to support their class work. They have a good understanding of the use of branching databases but their control skills are below average due to lack of opportunities to develop these specific skills.
124. Pupils really enjoy working with computers and understand how they can support and display their learning in exciting ways. They have a clear understanding that computers can save time. This was clearly illustrated in the Year 4 lessons, where pupils searched for information using both cards and a computer database.
125. The teaching of ICT is satisfactory overall but during the inspection some good teaching was seen. Teachers question pupils well to assess and consolidate their learning and allow pupils to make mistakes as part of the learning process. Good use is made of small group tuition, which is particularly effective where the pace of lesson can be accurately matched to the abilities of pupils. This worked particularly well in a Year 4 lesson when the class was divided in two, and pupils were introduced to databases using both cards and computers. The assessment of pupils' progress is still informal and the recording of the development of their skills is unsatisfactory. This means that, at the beginning of a new school year, teachers do not have a clear indication of pupils' individual skills in different areas of the subject. Teachers' skills have developed through good use of training days and the present government training scheme.
126. The curriculum for ICT is unsatisfactory as it does not clearly outline the development of pupils' skills and knowledge as they move through the school. This means that it is possible for younger pupils to have a better understanding of some aspects of the subject. For example, in the case of multi-media which is introduced in Year 4 but not developed in Year 6. The subject co-ordinator, whilst helping teachers develop their skills has not yet had the opportunity to monitor teaching in lessons or assess pupils' work. Because of this, he does not have a clear understanding of where the strengths and weaknesses lie in the subject nor have ways of using this information to tailor the curriculum for individual year groups. Whilst there is some good use of word processing, presentation and data handling in subjects such as English, mathematics, science and history, the planned development of pupils' skills across the curriculum has not been clearly thought through.
127. The ICT suite is a good innovation and its effectiveness will be increased with the very recent acquisition of a projector so that all pupils will be able to see the screen clearly. For whole class teaching at the moment, the ICT suite is not big enough and the dividing of classes into two for lessons is proving to be an effective way of overcoming this difficulty. The planned enlargement of the ICT suite plus the acquisition of new computers will give further opportunities for pupils to develop their skills. At present the use of the suite is not timetabled, and it is an under-used resource for much of the day.

## **MUSIC**

128. Standards in music are in line with those expected nationally. Although no lessons were observed during the inspection, evidence was obtained from viewing videos of pupils' performances, listening to pupils singing in assembly, scrutinising teachers' lesson plans, examining pupils' topic work and discussions with staff and pupils.
129. In assemblies, pupils sing songs and hymns from memory with excellent tone and very clear diction. The video of the school musical performed earlier this year also shows a high standard of work with pupils demonstrating that they could sing in parts and maintain their melody. In their topic books, pupils show that they recognised the pattern of an Abba song and then used this pattern to compose a song of their own about World War 2. Year 5 pupils' topic work on the 1970s included composing a song in the style of the period using a backing track.
130. It is not possible to comment directly on the quality of teaching in music as no lessons were seen. However, it is clear from evidence obtained from teachers' lesson plans and evidence of pupils' learning, that teaching is at least satisfactory. This term, the school has adopted national guidance for teaching music to ensure more balanced coverage of the National Curriculum. Both the headteacher and the co-ordinator, who will take over the management of music in September, intend to use this guidance as a means for further developing staff's competence in teaching this subject.
131. The school has made broadly satisfactory progress with this subject since the school's previous inspection. Then, pupils were observed to achieve high standards of performance in singing although their abilities to compose or appraise music were judged to be below average. Opportunities for appraising music are still limited but pupils compose their own music and engage in a range of interesting work linked to their topics that involves some music appraisal. Pupils now achieve the national expectation and make at least satisfactory progress in all aspects of the subject. The school's resources for music are very limited and the headteacher and the new co-ordinator have identified what needs to be purchased and allocated the necessary funds to do this.

## **PHYSICAL EDUCATION**

132. By the end of Year 6, pupils' attainment in physical education is above national expectations and has improved since the last inspection. There has also been a clear improvement in dance because of the emphasis that the school has placed on this area. Pupils of all abilities, including those with special educational needs, are well supported and all make good progress because of the consistently good teaching through the school. Pupils in Years 3 and 4 have above average skills in rounders. Well focused practices successfully develops their throwing, catching and hitting skills which are well incorporated into a game. Pupils have a clear understanding of the tactics because these have been well taught by the teachers and classroom assistants who play a full part in the games lessons. An after-school rounders club further develops the skills of the pupils who benefit from the opportunity to play with pupils of different ages. Pupils in Year 5 have above average dance skills because of the good curriculum that the school provides. This was supplemented during the inspection by a visit from a professional London dancer who worked with the Year 4/5 class in developing their dance skills. An enjoyable presentation to parents ended a very successful afternoon's tuition where pupils' stamina, enthusiasm and collaborative skills were clearly evident.
133. By the end of Year 6, pupils have good all round skills, in gymnastics, athletics and games. Pupils work together particularly well in developing their sequence work using the floor and small apparatus. They work hard and show great enthusiasm to improve their performances, and benefit from the sensitive evaluations of their peers that are a regular feature of lessons. Pupils' attainment is raised by the good subject knowledge of their teachers who, through assessing, questioning and making suggestions, successfully raise the pupils' attainment. Pupils also have good technical vocabulary when describing the work of their peers. For example, one pupil commenting about a classmate's work said, "Between movement three and four the sequence lacked fluidity".

134. Pupils also benefit from the expertise of their football coach who has led the school's team to success in a recent cup final. Good use is made of the co-ordinator's skills in basketball and athletics. During the inspection, pupils were preparing for a basketball tournament with some higher-achieving pupils showing exceptional skills in their movement around the court, passing and shooting. Similarly in a very popular athletics club, coaching by school staff and parents led to high standards in long-jump, sprinting and relay work.
135. The school has good resources that are used well to develop pupils' all round skills. The school makes good use of the large hall and large hard areas during lessons. Staff have benefited from a national training scheme and successfully use their skills to improve pupils' performance. Although there is no single scheme of work, teachers' good subject knowledge ensures that there is a continual development of pupils' skills as they move through the school. Regular swimming takes place for pupils in Years 3 and 4 and the standards that pupils achieve by the end of Year 4 are higher than those expected for Year 6 pupils to achieve nationally. Good links with the local secondary school are reinforced when some of their pupils support the junior school pupils during physical education lessons. The school does not have a system for assessing and recording pupils' progress as they move through the school.