

INSPECTION REPORT

ALL SAINTS C OF E (VA) PRIMARY SCHOOL

Great Oakley

LEA area: Essex

Unique reference number: 1115141

Headteacher: Mr M. Nicholls

Reporting inspector: Mrs S. Browning
1510

Dates of inspection: 4th- 6th February 2002

Inspection number: 197083

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Beaumont Road Great Oakley Harwich Essex
Postcode:	CO12 5AH
Telephone number:	01255 880315
Fax number:	01255 880039
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J. Little
Date of previous inspection:	27 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1510	Sheila Browning	Registered inspector	Art Music	Standards of attainment and achievement. Teaching and learning How good are the curricular and other opportunities offered to pupils? Leadership and management School improvement and effectiveness
9370	Ros Wingrove	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? Partnership with parents
12331	Vera Grigg	Team inspector	Foundation Stage Equal opportunities English Science Geography History	
18524	Ann Shaw	Team inspector	Mathematics Information and communication technology Design and technology Physical Education Special educational needs	

The inspection contractor was:

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

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Church of England Primary School, with 109 boys and girls aged 4+ to 11, is much smaller than most other primary schools nationally. The full range of attainment is represented on entry to the school but for a significant majority, levels of attainment are below average. The percentage of pupils identified as having special educational needs, at 33 per cent, is well above the national average. The percentage of pupils with Statements of Special Educational Need, one per cent, is below the national average. The proportion of pupils eligible for free school meals, at 27 per cent, is above the national average. There are no pupils from ethnic minority groups or pupils with English as an additional language. The majority of pupils come from the local villages of Great and Little Oakley. The full range of socio-economic backgrounds is represented.

HOW GOOD THE SCHOOL IS

This is a good and improving school. In National Curriculum tests for 11 year olds in 2001, pupils reached high standards in English and average standards in mathematics and science. Results in mathematics and science are not as high as those in English. When compared to similar schools, for pupils aged 11, the school's results were high in English, in line for science, but were below in mathematics. These results indicate that pupils' attainment in mathematics was below that expected for their age and prior attainment. The school is already dealing with this as an area for improvement. The trend in the school's average National Curriculum points score was below the national trend. The leadership and management of the headteacher and key staff are very good. Teaching and learning are good overall. Pupils' attitudes, relationships and personal development are very good. Pupils' behaviour is good. Attendance is above the national average. The school provides a secure and happy learning environment. Provision is good for pupils with special educational needs and for higher-attaining pupils. Teachers are hardworking and are committed to high standards and school improvement. The school gives good value for money. Its strengths far outweigh its weaknesses. Pupils are provided with a very good start to their education in the Reception Year and in Years 1 and 2.

What the school does well

- Standards in the 2001 National Curriculum results were high in English for 11 year olds.
- The number of pupils, who achieved the higher levels (Level L5+) in English and mathematics in the 2001 National Curriculum results, improved considerably.
- Standards are above expectations in information and communication technology throughout the school.
- The progress made by pupils with special educational needs is very good.
- Overall teaching and learning are good.
- Leadership and management of the school are very good.
- Pupils' attitudes, relationships and personal development are all very *good*.
- Extra-curricular provision is very good. The overall provision for pupils' spiritual, moral social and cultural development is good.
- The pastoral support, welfare provision and inclusion of all pupils are all very good.
- The school is very much part of the local community and enjoys excellent relationships with parents.

What could be improved

- Standards in reading and writing for seven-year-olds.
- Standards and the curriculum in history and geography throughout the school.
- What higher-attaining pupils achieve in science.
- Accommodation for children under five is unsatisfactory.

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 considerable improvement since it was last inspected in May 1997. Since 1999 school results in the national tests for 11 year olds show improvement but at a slower rate than those nationally. The proportion of pupils reaching the higher levels is generally increasing. Overall, pupils make good progress. Generally, the curriculum offered has improved and more guidance is given to teachers on the progression of skills in subjects. A clear framework for planning and schemes of work are developing appropriately. Pupils' reading skills are now being suitably extended. Work is more challenging particularly for older pupils. Assessment procedures are improving and assessment information is recorded and used to inform teaching, learning and the curriculum. The headteacher and deputy headteacher have a greater focus on monitoring and evaluating teaching and learning. The school meets the requirements for keeping attendance registers.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

In 2001, the average points scored in National Curriculum tests show that pupils aged 11 attained standards that were high in English and were in line with the national average for mathematics and science. When compared with similar schools, results in English were high, they were average in science and were below in mathematics. The percentage of pupils who achieved the higher levels (Levels 5 and above) was well above the national average in English, average in mathematics but below in science. Standards seen during the inspection broadly reflect the results shown above. Standards are above those expected nationally in information and communication technology throughout the school. They are in line with those expected in other subjects with the exception of history and geography where they are below. Higher-attaining pupils are usually sufficiently challenged. Pupils with special educational needs make very good progress in meeting the targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They listen well to their teachers and to one another, and work well together. Some older pupils help the younger ones with reading and many help them in the playground.
Behaviour, in and out of classrooms	Good behaviour in the classrooms. Pupils behave well in the dining hall. Pupils are considerate and courteous.
Personal development and relationships	Relationships and the personal development of pupils are very good. There are good opportunities for pupils to take day-to-day responsibilities in the classroom and around the school.

Aspect	Comment
Attendance	Attendance at the school is above the national average, the proportion of unauthorised absence is below the national average.

Pupils are well motivated by their teachers and help each other. Teachers and pupils work well together. Behaviour is good. When children present behavioural problems in one class the teaching staff are very capable and ensure that learning and progress not disturbed.

TEACHING AND LEARNING

Teaching of pupils:	Aged 4-7 years	aged 7-11 years
Lessons seen overall	Very Good	Good

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

The quality of teaching and learning is good overall. In English, mathematics and science, teaching and learning was good. The teaching of literacy and numeracy skills is satisfactory. The school meets the needs of all pupils well and teachers' expectations of what pupils can do are very good overall. Teachers manage pupils well. Other notable strengths are teachers' knowledge and understanding, teaching methods and the management of pupils and the quality and use of on-going assessment. Pupils are interested in learning they concentrate and work very well independently. They acquire new skills, knowledge and understanding. They work hard and understand how well they are achieving and what more they need to do to improve further. Pupils make good progress overall. Those with special educational needs make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Although the curriculum is broadly based it is not balanced. A greater emphasis is required to ensure that geography and history are covered appropriately. It encompasses the requirements of the National Curriculum and religious education. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development, including moral and social development is very good. Good opportunities are provided for spiritual and cultural development. Pupils understand and follow the school's code of conduct. Socially the pupils are confident and well mannered. The school gives the pupils a good awareness of their own and other cultures.
How well the school cares for its pupils	The way that the school cares for its pupils is, without doubt, one of its major strengths. It is very good. Teachers use circle time and personal, social and health education time well to support their pupils.

Links with parents and carers are excellent. The school is proactive: it invites parents into school frequently; several parents help in class regularly. Parents are kept very well informed and receive a very good range of information. The curriculum is equally available to all pupils. The school makes good provision for pupils' personal, social and health education. Pupils are encouraged to take responsibility within the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear educational vision, which is shared by staff. The headteacher and deputy headteacher provide very good leadership. Those with key responsibilities are developing appropriately in their roles.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities. They are more informed and are developing appropriately in their expertise and knowledge of their role.
The school's evaluation of its performance	The school's priorities for development are very good. Monitoring and evaluation of the school's performance are leading to very effective action and are very good.
The strategic use of resources	The strategic use of resources is good.

The number, experience and qualifications of staff meet the needs of the National Curriculum. Accommodation is unsatisfactory. The school is cramped and accommodation for under-fives is unsatisfactory. The hall, which is multi-functional, is small and undersized for indoor physical education lessons. Leadership and management are well focused and fully committed to continuing to strive for educational improvement. The school applies the principles of best value most carefully and gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children make progress. • Well led and managed. • The range of activities outside lessons. • Behaviour is good. • The teaching is good. • Expects children to work hard. • Helps children to become mature and responsible. • Works closely with parents. 	<ul style="list-style-type: none"> • No significant numbers of adverse comments were received about any given issues.

The inspection team agrees fully with parents' positive views. No significant adverse comments were received. Parents are strongly supportive of the school. The inspection team admires the way in which the school helps those who experience family problems.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to reception, the attainment of children is below that of other children of the same age nationally. Reception screening assessments show that the majority of children start school with very underdeveloped skills and understanding of all areas of learning, particularly in language acquisition, in their recognition of number, and in social skills. This is due to both the ability and experience of the children. By the end of the Foundation Stage, they make good progress. All pupils, including those with special educational needs, achieve well to reach standards that are below those expected for their age on entry to Year 1.
2. In 2001, the average points scored in National Curriculum tests show that pupils aged seven attained below average standards in reading, well below in writing and above average in mathematics in comparison with national averages. In comparison with similar schools, results in reading and writing were well below and for mathematics were above average. Teachers' assessments for science indicated standards in line with the national average, and when compared to similar schools. The percentage of pupils who achieved the higher levels (Level 3 and above) was in line for with the national average for reading, below in writing, above in mathematics and well below in science. Inspection findings indicate that standards are not high enough in reading and writing, are above in mathematics and are in line for science.
3. In 2001, the average points scored in National Curriculum tests show that pupils aged 11 attained standards that were high in English, and average in mathematics and science. When compared with similar schools, results in English were high, below in mathematics and average in science. These results indicate that pupils' attainment in mathematics was below that expected for their age and prior attainment. The percentage of pupils who achieved the higher levels (Levels 5 and above) was well above the national average in English and science and was above the national average in mathematics. Teachers' assessments in 2001 for English, mathematics and science underestimated pupils' attainment quite considerably. Statistically, since the last inspection, results indicate that standards have declined in English and that standards are not high enough in mathematics when compared with similar schools. Inspection findings indicate that standards are in line for English, mathematics and science.
4. It is worth noting that the school has small groups of pupils in each age group and one or two pupil movements can unduly influence meaningful comparisons between year groups. Extreme caution must be observed when comparing data as this relates to very small numbers of pupils.
5. In 2001, results of boys and girls overall were not significantly different for pupils aged seven. Boys aged seven outperformed the girls in reading, writing and mathematics, reflecting their attainment on entry to the school. Results of boys and girls aged 11 in 2001 were not significantly different with the exception of English. In English, girls outperformed boys to the equivalent of two terms' progress. This also reflected their attainment on entry to the school. Girls aged 11 outperformed the boys very slightly in mathematics and boys and girls achieved equally well in science. Although results showed a general improvement from 1999 they have fluctuated over recent years. The rate of improvement, however, is slower than nationally. During the inspection nothing

was observed to suggest that there is any significant difference or disparity in the achievements of boys and girls.

6. School analysis of attainment recognises that results reflect underachievement by pupils aged seven in reading and writing when measured against national comparisons and for pupils aged eleven in mathematics when compared with similar schools. The school has good strategies in place that are beginning to address these concerns.
7. Standards seen during the inspection broadly reflect the results shown above. Inspection findings show that good development has been made since the last inspection.
8. Throughout the school, standards are above those expected nationally in information and communication technology. Standards are in line with those expected in all other subjects with the exception of reading and writing for seven-year-olds, and in history and geography throughout the school. Here standards show a decline. In comparison to the last inspection, standards have improved in mathematics and information and communication technology for pupils at the end of Year 2, but show a decline in reading, writing, history and geography. Standards have remained similar in all other subjects. For pupils at the end of Year 6, standards have improved in information and communication technology but show a decline in design and technology, history and geography. In all other subjects, standards are similar to those at the last inspection. The inspection team did not inspect religious education, as this is undertaken according to Section 21 of the School Inspection Act 1996.
9. In English at age seven and eleven years, most pupils' speaking and listening skills are in line with national expectations. Pupils are confident, use relevant language, and explain their work with clarity and listen carefully. At age seven, reading is below national expectations, most read with understanding but are unable to predict and or retell accurately, showing a poor understanding of the text. At eleven years, pupils' reading levels match expectations. Most pupils make good progress as they move through the school. At seven and eleven years, the writing of many pupils is below national expectations. Pupils have spelling levels that are below those expected. Handwriting is not of a consistently good standard from Year 2, but improves as pupils move up through the school. The school has good measures in place that are beginning to address these concerns.
10. In mathematics, pupils are developing a secure understanding of number using the four computations of addition and subtraction, division and multiplication. They solve problems correctly. They understand shapes different from each other and use specific subject vocabulary correctly. By the age of 11, pupils have a very good level of confidence in using complex operations in number. They have a more sophisticated understanding of different mathematical terms. They have a secure knowledge of symmetry. Most pupils make good progress as they move through the school. Higher-attaining pupils are able, for example, to suggest formulae to find the perimeter of any rectangle quickly.

Literacy

11. The National Literacy Strategy is being implemented effectively and is raising pupils' attainment. Standards are generally in line with national expectations and are sufficient to support teaching in all subjects and in all year groups. Pupils speaking and listening skills are enhanced further by a good range of opportunities to listen and discuss various issues. Pupils do not always take care with the presentation of their written work and their handwriting. Regular reading practice and the opportunity provided for

all pupils to read to an adult and discuss their reading, contribute to the progress made in reading.

Numeracy

12. The National Numeracy Strategy is being implemented effectively and is raising pupils' attainment. Numeracy is used effectively across the curriculum in subjects such as science, design and technology and music. For example, pupils in science and design and technology measure and compare the length of air columns when making a musical instrument. In music they count the beats in rhythmic patterns. Information and communication technology is used well for data handling and to support other activities.
13. In terms of inclusion throughout the school, teachers are very well aware of the individual needs of different groups of pupils. Overall, pupils are achieving well and their needs are well provided for by the school.

Pupils with special educational needs

14. The progress of pupils with special educational needs is very good. The work is well matched to their individual ability and targeted to match the ability of the pupils throughout the school. The classroom assistants offer good support to maintain the progress of pupils in whatever lesson is taking place. The additional reading support, provided for pupils with special educational needs and lower-attaining pupils, is helping to raise their standards. These pupils make very good progress in reaching the targets within their individual educational programmes. They are well supported and benefit from very good teaching and progress very well.

Higher-attaining pupils

15. Higher-attaining pupils make good progress overall. Pupils are usually well challenged by different tasks and resources. In English, although there has been an improvement in the provision of books, there is some scope for a greater number of more challenging texts for higher-attaining pupils. In science, higher-attaining pupils are insufficiently challenged; opportunities were missed in lessons to move pupils on in their learning. The school has a register of pupils considered to be more able. Class teachers usually adapt their lesson planning to ensure that pupils are suitably challenged. Some have specific programmes of work within the different subject areas.

Pupils' attitudes, values and personal development

16. The last report found pupils' behaviour to be good. They had positive attitudes to learning and enjoyed it. This is still true. With the very occasional lapse, it can be said that behaviour is good overall. On the few occasions when pupils present behavioural issues, teachers ensure that the poor behaviour of one or two pupils does not disturb the learning and progress of the rest. Pupils behave well in the dining hall.
17. Pupils are very keen to come to school and say that they find the lessons interesting and they enjoy the wide range of extra, curricular activities. Only one or two families are finding it difficult to adjust to the earlier start of morning school so a few children arrive late, but not enough to disturb the prompt start of lessons.

18. The pupils' attitudes in class are very good. They listen well to their teachers and to one another, and work well in pairs or groups. They take a pride in their work and will happily show it to visitors. Good work, helpfulness and good attendance are rewarded with tokens, certificates and team points. The pupils are courteous and considerate. Many of them show initiative and a willingness to help with small tasks in the classroom. This is true even of the youngest Reception children who willingly clear away their work and toys at the end of lessons, or of boys in Year 1, lifting all the chairs on to the tables at the end of the afternoon without being asked to do so. Older pupils have specific responsibilities, for example, using the overhead projector for assemblies. Some older children help the younger ones with reading and many help them in the playground, making sure that everyone has someone to play with and no one is lonely.
19. Pupils with special educational needs are positive in both class lessons and in the small teaching groups. They are eager to give answers and the teachers are mindful to include them in the beginning and plenary sessions of the literacy and numeracy lessons. The behaviour of pupils is generally good. When it is not, it is due to the slower pace of the lesson and the lack of work matched to their individual need. Pupils are well integrated and accepted readily by their peers.
20. Most children move around the school in a sensible way. This is not always easy for the circulation space is poor and access to classrooms is through other classrooms that may have furniture in the way. This is particularly true of the much used small hall which is a dining hall and a computer room, but has to be crossed by anyone wanting access to classrooms. In the playground, pupils are typically energetic but manage to avoid collisions. There is a quiet area for those not wanting to rush around, skip or play ball games. They describe their playground as a happy place. The climbing equipment is out of bounds for safety reasons but new equipment will shortly be purchased.
21. Relationships in the school are very good. Pupils like their teachers and the other adults who work in the school, frequently confiding in them. Friendships form between pupils of all ages, irrespective of gender. The staff are good role models, working together as a team and showing respect for and listening to their young people. They try hard to build the self-esteem of all the pupils.
22. Parents and pupils commented that the very rare cases of bullying are dealt with very quickly and children feel safe and secure. The teachers or dinner ladies settle the occasional dispute without fuss and "we are soon friends again". Through work in assemblies and through circle time, in particular, pupils show that they understand that they must respect and care for others and it has been noticed that their peers treat those children who have particular special needs with kindness.
23. Attendance remains higher than the national average, year after year, and there were no unauthorised absences in the last recorded year, 2000/2001. Registers are completed and retained by class teachers in case of emergencies. Attendance is totalled regularly and records are kept so that individual attendance can be recorded on a child's end of year report. This is an improvement since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching and learning is good overall. In just over four out of ten lessons seen, teaching and learning were very good and better. In over eight out of ten lessons, teaching and learning were good and better. In the remaining lessons teaching and learning were satisfactory. No unsatisfactory teaching was seen. There were fewer instances of very good and good teaching in Year 6 than in other year

groups. Since the last inspection, teaching and learning show considerable improvement. At the time of the last inspection teaching and learning were satisfactory with a third having good features and with just under ten per cent being unsatisfactory. There are very few areas of relative weakness, but these include occasions when pupils with special educational needs disrupt the class, but these interruptions are well managed by teachers and learning support assistants. Occasionally higher-attaining pupils are not fully stretched as in science when opportunities are missed to further their learning.

25. A significant proportion of the teaching for the under-fives is very good. The best lessons are characterised by the teacher's secure knowledge and understanding and ability to make learning fun and interesting. Children are suitably challenged and are all involved. Time and teacher assistants are used well to involve and help children to learn and complete tasks. Expectations are very good. Good links are made across the areas of learning. Assessments of attainment on entry to the school are made early in order to help teachers plan work.
26. In English, mathematics and science, teaching and learning is good. The teaching methods for developing literacy and numeracy skills are appropriate. A significant majority of teaching is also very good in information and communication technology, design and technology and music. In all other subjects seen it is mainly good.
27. The school meets the needs of all pupils well and teachers' expectations of what pupils can do are usually very good. Although, in science, the work and expectation of what pupils could do is not always high enough. Opportunities to extend their learning are sometimes missed. Particular strengths of teaching and learning is the teachers' knowledge and understanding, the use of effective teaching methods and the management of children including some who are very challenging. Other notable strengths are the teaching of basic skills, the effectiveness of lesson planning and teachers' expectations of what pupils know and understand and can do. The quality and use of ongoing assessment are good. Marking is thorough and targets for improvement are given. Homework is set and it is relevant. Pupils are very interested in learning. They concentrate hard and work well independently. They acquire new skills, knowledge and understanding. They work hard and produce a good amount of work. They understand how well they are achieving and what more they need to do to improve further. Overall, pupils of all abilities make good progress. Pupils with special educational needs make very good progress.
28. Lesson planning is based on a common format used by all teachers and planning suitably focuses on the progression of key skills in subjects. Co-ordinators have a good oversight of planning across the school. Planning is informed by curriculum guidance 2000. Teachers have good information about pupils' prior attainment and use this consistently to inform lesson planning. A good feature of this small school is that the teachers know the pupils well. Teaching usually provides good challenge for higher-attaining pupils, and tasks are well matched to extend them and reinforce what they already know. Planning clearly identifies learning objectives and these are shared with pupils and are constantly reinforced throughout the lesson. Learning support assistants provide good support for pupils with special educational needs and other pupils within the class. Activities are suitably varied and are presented to pupils in an interesting way.
29. The teaching of basic skills is reinforced in all subject areas and these are often applied to different subjects to reinforce learning further. The teaching and use of information and communication technology across the school are strengths. Teachers use effective teaching methods. Questioning to promote and consolidate learning is a

good, effective teaching method used in many lessons. Teachers use a good range of subject specific vocabulary and plenary sessions to provide very good reinforcement of learning. Generally teachers use time effectively. Resources are used very well. The computer area enables teachers and pupils to use information and communication technology more effectively in timetabled lessons as an integral part of learning, and some excellent teaching was observed. Pupils have been taught organisational skills and are able to work quickly in pairs, in groups or individually. They are also encouraged to work independently and take some responsibility for their own learning. This becomes more apparent as they progress through the school.

30. The quality of teaching across the school for pupils with special educational needs is very good. This is because the teachers know their pupils very well and plan work to match their needs. Teachers are involved in the drawing up of the individual education plans that are appropriate for the abilities of the pupils. Targets are realistic but attainable with the teachers working in harmony with the classroom assistants to meet the academic and behavioural needs of the pupils. The resources used are suitable and appropriate for teaching in class or in small groups. Pupils work in either small groups or in class, with guidance from the classroom assistants and the teacher. Pupils are well integrated in all activities in and out of the classroom. These are all improvements since the last inspection.
31. Pupils work hard in their lessons and they are developing good, intellectual, physical and creative skills. Pupils are eager and keen to learn. Expectations of behaviour are reinforced well. Older pupils have developed good skills of learning and these reflect the expectations and routines established as they move up through the school. Across the school, pupils use information and communication technology well to enhance their prior experience and breadth of understanding and also to improve the quality of presentation.

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

32. The curriculum for the under-fives is good. It supports their development in the six areas of learning well and gives the children a good start to school.
33. The school provides a broadly satisfactory curriculum within a clear planning framework that meets all statutory requirements of the National Curriculum. The school meets fully the requirement for a daily act of worship. Withdrawal from this is agreed and negotiated with parents and carers when necessary. History and geography are taught on termly rotation. Art and design and technology are taught on a regular basis with the exception of one class that has art and design or design and technology on a half-termly rotation. Although history and geography units are referred to in planning, the provision does not appear to be as balanced in comparison to other foundation subjects. Evidence particularly of history in the work sample and about the school is sparse. Both the literacy and numeracy strategies are being implemented appropriately. The curriculum also encompasses religious education, and a good range of additional learning opportunities which complement and enrich classroom learning. Information and communication technology is used very well to support work in other subjects.
34. There is a very good range of extra-curricular activities which provide pupils with further learning experiences. There is a school choir, and football, gymnastics, netball, swimming, information and communication technology, and recorder clubs. Violin lessons are extra-curricular and some 22 pupils are learning to play in the school. All these activities are well supported by the pupils. For Years 5 and 6, there is a week's

residential visit. Pupils participate in class assemblies and annual productions and events. There is a good range of sporting activities. Literacy support classes are provided for Years 3 to 4 and enrichment classes are offered to Year 6.

35. The curriculum is satisfactorily balanced with time allocations for subjects close to national guidelines. There is a weighting towards English and mathematics in line with national recommendations at the expense of other subjects. The curriculum is equally available to all pupils.
36. A strength of the school is that it is inclusive and all pupils are supported according to their needs, to access the curriculum regardless of gender, ethnicity or disability. This principle is supported throughout all its policies. In terms of inclusion, the additional support provided for pupils with special educational needs is of a good standard. Pupils work either in small groups or in class with guidance from the classroom assistants and the teacher. The National Curriculum is fully met with the pupils and they are well integrated in all activities in and out of the classroom. The school promotes a sympathetic and empathetic approach to all pupils whatever their needs or abilities.
37. The school provides effectively for pupils' personal, social and health education (PSHE), which includes sex education and drugs awareness. Opportunities to explore and reflect upon equal opportunities are provided through assemblies and circle time.
38. The new long-term plan makes references to the schemes and or units of work. A standard format has been adopted for medium-term planning in all subjects this also takes appropriate account of the literacy and numeracy strategies and together these ensure progression. Work is much more closely matched to the needs and abilities of all pupils. The introduction of the National Literacy Strategy built on the school's improvements in short-term planning and promoted the introduction of group reading where pupils work in small groups with an adult. Analysis of the reading ages of pupils showed in 2001 that 80 per cent of pupils have a reading age that is broadly in line with their chronological age or better.
39. Pupils are encouraged to take responsibility within the school and the wider community. There are active class and school councils. Pupils have been actively involved in the school development plan and other improvements in the school. There are class and school council representatives and monitors. The school always takes part in Red Nose Day to raise money for charities and to raise the pupils' awareness of the needs of others, particularly those living in third world countries. At events such as concerts, collections for charities are made. The pupils are usually involved in deciding upon the charity to which the money is to be sent. These occasions give opportunities to reflect on the needs of others.
40. The school has established very effective links with the contributory pre-school groups and nearby kids club group and with the local secondary schools. The induction procedure for children in the first term of their reception year is improved and the school has increased early years provision from two to five mornings a week. There are very good community links, with visitors from local services. The school takes every opportunity to exploit its environment, particularly the Church and Church yard, in order to enrich the pupils' educational experiences. All classes have visits to places of interest associated with areas of the curriculum being studied. Year 6 go on a residential trip.
41. Provision for pupils' spiritual development is good. Lessons, assemblies and visits within the locality provide pupils with good opportunities for reflection and for

developing their spirituality and self-esteem. Before lunch, pupils always say grace. In one assembly, for example, pupils were asked to reflect on the journeys of St Paul and the difficulties he encountered on the way. In another they were asked to be sensitive and considerate and not to 'judge a book by its cover' when presented with a suitcase of belongings and asked to consider to what sort of man they might belong. In art and music pupils are regularly asked to consider mood and expression.

42. Provision for pupils' moral development is very good. Pupils understand the difference between right and wrong. They understand and follow the school's Golden Rules for the playground and certificates are awarded for good and or helpful behaviour at lunchtimes. The behaviour policy is comprehensive and followed by all. The adults in the school set a very good example of consideration and respect.
43. Provision for pupils' social development is very good. Socially the pupils are confident and well mannered. As a result of 'circle time' they are sensitive to each other's feelings. They are given responsibilities in the class councils and school council with representatives from each year group. This helps pupils and staff to understand the needs of all. Pupils are given many opportunities to perform to the whole school and visit places of educational interest. In class, pupils often work in pairs or groups so that they share their knowledge and are able to ask for help from their friends.
44. Provision for pupils' cultural development is good. The school gives the pupils a good awareness of their own and other cultures. Traditional stories and those from different cultures are told in assembly and in art, successfully acting as a stimulus for work. In art pupils have studied African carvings and Indian and Islamic patterns. Pupils visit folk museums. In music, they have worked with a locally based African music group. Pupils listen to and play ethnic instruments and are aware of music from their own and different cultures. There is a very good display of ethnic instruments and pupils' drawings in the foyer. The curriculum covers studies in several different countries, for example, in geography pupils study different African countries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The last report found that the school provided sound support and guidance to all pupils and in the intervening time the school has built upon this and now provides a happy and stable place in which children can learn, overcome their difficulties and succeed. The way that the school cares for its pupils is, without doubt, one of its major strengths. One benefit of being a small school is the family atmosphere where all staff know the children very well and know their families too.
46. It is noticeable how the children care for one another. They feel safe knowing that they can talk to their teachers about any concerns; that their friends will understand and help them if they are having a difficult time and that everyone in their school is, in their words, there to help everyone else. They know, too, that bullying will not be tolerated. Attendance rates are high and most children like being in school with all the interesting lessons and extra curricular activities. Registers are now totalled daily to show attendance and unauthorised absences, and they are completed appropriately.
47. Parents too comment many times, in the response to questionnaires in the parents' meeting and in general conversation, that they are very pleased with the way the school is helping their children.
48. Children with special educational needs, in particular, are very well cared for not only by teachers and teaching assistants, but by other adults working in the school at dinner time and after school has finished for the day. Additional funding has been found to

provide the level of support that is needed. Although the child protection policy is due for review, there are established procedures and the teaching staff have been trained to be aware should any child show signs of neglect, bad treatment or the onset of illness. The headteacher has been appointed by the governors to have responsibility for child protection.

49. Pupils with special educational needs are identified early in their school career and the school shares any concerns they may have with parents on a regular and consistent basis. External agencies are involved and provide support for the school and the parents. Attendance is above the average and pupils with special educational needs happily attend the school.
50. Governors and staff regularly check any health and safety issues. Currently play equipment is out of use because it is considered dangerous, but funds exist and staff and pupils are considering estimates for some new equipment to be provided with all necessary safety measures included. A local community services group is repairing the existing "stockade". Security is regularly reviewed; this too is being improved all the time. Pupils are constantly reminded about the importance of road safety.
51. In addition to learning about their own health and having sex education, pupils are now being introduced to their future roles as citizens. Elections for the class and school councils show pupils how they will have to make choices. Meetings of these councils are formal. In other lessons such as literacy, pupils learn about planning issues and public consultation.
52. Assessments of pupils' progress through the curriculum has improved. Assessment is a focus on the school development plan for this year. Their personal development is being constantly monitored and recorded. Each pupil has two work samples retained in their individual progress book. Assessment sheets for foundation subjects are being developed to formalise checklists kept by class teachers. Optional SATs are taken by pupils in Years 3, 4 and 5 and results are analysed and given to teachers. Lesson planning is based upon this information and work is suitably prepared for the higher achievers as well as for those with learning difficulties. Introduction to the school is good. Arrangements are made for the older pupils to visit their chosen schools and for some of their future teachers to come to All Saints during the last part of the summer term to work with them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. All Saints is very much part of the local community and enjoys an excellent relationship with the parents of its pupils and with the wider area. Parents are full of praise for the work that the school is doing. There were many commendations in the questionnaires returned and scarcely any minor criticisms from the parents' meeting.
54. Parents feel very well informed. They receive very thorough reports on their children's academic and personal development at the end of the year in record books. Frequent letters with school news arrive during the year. Teachers are available at any convenient time to talk about their pupils and there are designated parents' evenings too. The school has a parent and teacher association that raises substantial money to purchase equipment. In addition local residents and the Church support the school well and frequently support in lessons, trips and other activities.

55. Both the school prospectus and the governors' Annual Report are well written, informative and interesting. They contain information that is statutory.
56. The brief statement about provision for pupils with special educational needs does not celebrate the success of the school nor does it state how these pupils achieve or say how it provides the necessary additional help.
57. As well as praising the school's achievements, parents support its Christian ethos and give their backing to the attendance, behaviour and anti-bullying policies. They are confident that the staff can cope with the few children who have behavioural and learning difficulties so that they do not impede the progress of others. Parents take a special interest in what their children are learning and monitor this through homework diaries. After recent consultations, the school has accepted the parents' wish for a fifteen-minute change in the beginning and end of the school day.
58. Until recently, a small bus provided by parents brought children to school from Little Oakley. More recently this service has been extended and the bus is now arranged by a playgroup in Dovercourt. It picks up children from both these areas and transports them for a small payment.
59. There is no shortage of help from parents and the community when it is needed. Parents are invited to attend assemblies when certificates are awarded or good work is celebrated. Many people come into school to hear children read or to assist in art, design and technology, information and communication technology or sporting activities. They are willing to give up time to accompany pupils on school visits and to join in fund raising-activities. The annual pantomime in which staff, parents, governors and other local people work together to provide hilarious entertainment for the children and their families as well as making a handsome profit, is one example.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The overall leadership and management of the school by the headteacher, deputy headteacher and key staff with responsibilities are very good. The headteacher has a clear vision, commitment and high expectations for all. In order to develop a better strategic direction for the school the headteacher formed a senior management team comprising the headteacher and deputy headteacher. Leadership is decisive but recognises the value of consultation and negotiation. The school's aims are appropriate and most successfully underpin the work of the school.
61. Management responsibilities are clearly defined. New clearer job descriptions are in place. The delegation of work to staff with management responsibilities and their contribution to management are developing appropriately given that some are new in post. All staff are involved in the decision making-process. The headteacher and deputy head form a very effective team. The deputy headteacher is a classroom teacher, a leading mathematics teacher and she is also a very good role model and practitioner.
62. All class teachers are curriculum co-ordinators and therefore have some management responsibility. The roles of co-ordinators are defined and they are fully accountable. They also provide a record of their curriculum budget. Most have identified, evaluated and acted upon the priorities within their subjects, others have plans to do so. Good progress has been made in the monitoring of standards, teaching, learning and the curriculum. A regular cycle of lesson observations by the headteacher, deputy headteacher and other senior staff takes place and the outcomes are reported back to staff. Co-ordinators also report to the governing body.

63. The links with curriculum action plans and the school development plan have assisted the school in moving forward by providing clear, focused targets for teachers to achieve. The school's current priorities which are set out in the four action plans and school development plan are very good. They focus on the areas of art and design, design and technology, religious education, assessment, improving the environment for the under-fives and improving lunchtime experiences. The headteacher recognises the importance of pace and rigour continually to raise standards and the monitoring programme is an important part of this. As a result of this monitoring, teachers have identified action to be taken to improve performance and this is impacting positively. The headteacher, through the additional management structure, has improved the efficiency of the school. This is evident in the strategic planning and through the longer-term School Improvement Plan. Targets are realistic and many have already been achieved most successfully. National and local performance data is analysed and evaluated well to assess the attainment of pupils. Targets have been set and this information is collated and provides a good basis for informing teaching and learning and raising standards.
64. Governors work satisfactorily through a committee structure. The governing body is working towards being much more informed about the work of the school. The headteacher has explained to them the budgetary cycle. How the school's budget is determined by the local education authority, how the budget is set and how the end of Year 6 standardised assessment tests (SATs) are analysed. Governors are undergoing training, and through participation, they have gained an increased understanding of the school's strengths and areas for future development. They are gaining in expertise. Their involvement in shaping the direction of the school is developing appropriately. The Chair of Governors is proactive, well informed and acts as an excellent critical friend to the school. Individual governors are linked to areas of the curriculum and the school development plan. Governors are engaged in the headteacher's performance management and they are becoming more involved with staff training. The governing body fulfils its statutory responsibilities.
65. The school has a strong commitment towards its pupils with special educational needs. It ensures that pupils' individual needs are met well. The Governing Body is fully informed of the policy for special needs and the Chair of Governors who is also the link governor for special educational needs, visits very regularly. She is extremely supportive of the work done in the school to help and maintain the progress of pupils. The funding is monitored and evaluated to ensure that pupils with special educational needs receive the extra provision and adult help that is required. The register of special educational needs complies with statutory requirements. Pupils are entered on this register and the special help is increased and withdrawn appropriately. Outside specialist agencies, give good support to the school.
66. The school has a commitment to policies and practices that promote educational inclusion of all pupils in the opportunities that it provides. Equality of opportunity is reflected centrally in the school's aims, its objectives, its curriculum and its compliance with relevant legislation. There are good identification procedures and a policy for pupils who may be gifted and talented, although at present the school does not have any such pupils.
67. The school has made considerable improvement since it was last inspected in May 1997. Results in the national tests for 11 year olds remain steady and for English show considerable improvement. The proportion of pupils reaching the higher levels is increasing. Generally pupils make good progress. Teachers' expectations and the standards that pupils achieve are improving through the ongoing review of schemes of

work. The school has a rolling programme of units of work using guidance from Curriculum 2000 for subjects.

68. The school has set up an information and communication technology suite in the small hall. Its use is timetabled for specific teaching and with the adoption of the Qualifications and Curriculum Authority (QCA) units of work into the long-term plans, has ensured that the key skills are being taught. Recent improvements in the school's monitoring system have ensured that key skills are identified and are being taught in all subjects. Attainment in the control and monitoring strand continues to be restricted for pupils aged 11. This is due to limited provision. Teachers are undergoing training and the information and communication technology co-ordinator is addressing the deficiencies. In physical education, teachers have been trained in outdoor adventurous activities. The school now has resources including equipment and ideas for lesson plans and this aspect is now being delivered much more regularly and more successfully. These are all improvements since the last inspection.
69. The school is very focused on school improvement and self-review. Led by the headteacher, management is targeting effective and practical methods to raise pupils' achievement, the quality of teaching and learning and curriculum development further. The commitment to improvement and capacity to succeed further is very good.

Staffing

70. The number, qualifications and experience of teachers are good overall. Teachers' support and administrative staff work very well together to support pupils in all aspects of their development. They are highly valued by the school. The provision of learning support staff and special educational needs assistants is good, and pupils with learning difficulties make very good progress. Teaching is observed, professional development, appraisal and training needs are identified, and training is offered. An appropriate programme of support for teachers new to the school is in place.

Accommodation

71. The accommodation comprises five classrooms, a small hall/gymnasium, a dining hall, a library/resource centre, school offices, a staff room and kitchen. Surrounding the school is a well-equipped playground, a games field and a conservation area. There is a good, ongoing programme of refurbishment and remodelling, resulting in adequate but very tight accommodation. The school is very well maintained and clean, with good displays. The entrance to the school is cheerful and welcoming. Classrooms are well organised and the information and communication technology area also doubles up to provide additional working space for small group and individual work as well as the dining area. Aspects of the accommodation are unsatisfactory. The library near the school entrance is small and although accessible has minimal seating. The main teaching room for the under-fives is too small for all activities. When the part-time children join, the hall is used to extend activities and experiences such as using 'home corners' balancing equipment and large-scale construction kits. This results in the full-time children having an extremely limited experience of all six areas of learning. As the use of the hall is shared, the equipment has to be set out and cleared away for each session and this is very time-consuming. The hall is too small and constrained for use when teaching indoor physical education lessons. All areas are well used. The outside play area is used well at play and lunch times. The school recently effectively updated the accommodation to build toilets, showers and extra ramps to accommodate pupils requiring wheelchair access.

Resources

72. Resources for learning are satisfactory overall. When deficiencies have been identified by co-ordinators they have been addressed. The school has a good computer suite that provides good access. The school has good plans to ensure that every class has a computer and this will go some way to addressing likely insufficiencies as the school roll increases. The library, although small, is well used. Resources contribute well to pupils' learning. The school makes good use of outside resources, the local Church and local area, visiting artists, musicians, and parents.

Efficiency

73. The governors and senior managers work together to prepare financial plans. Identified educational priorities are funded appropriately. The school has been successful in its application of additional grants. There are strong links between strategic planning and finance and both are constantly monitored. Although the school is aware that all actions in the School Improvement Plan are not costed, effective monitoring procedures are in place. The administrative staff are conscientious and efficient and provide a very good standard of day-to-day administration and control of the school's budget. The best value principles of comparison, challenge, consultation and competition are applied in the management and use of resources. Specific grants are monitored to ensure that they are allocated and spent wisely and for the designated purpose. The school makes satisfactory use of new technology for financial management, pupils' records, and administration.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to raise further the standards of work and the quality of education provided, the governors, headteacher and senior managers should:
- (1) Improve the achievement and rate of progress in reading and writing for pupils aged seven by:
 - building on the good lesson planning, good practices and teacher skills;
 - developing the systems for individual and group targets across all year groups;
 - ensuring that progression is built on and established in all lessons;
 - standardising the pupils' methods of recording and presentation across the school.
(Paragraphs 2, 6, 8, 9, 84, 87, 88).
 - (2) Provide a suitable range of challenging activities to support higher-attainers and encouraging higher-attaining pupils to be more responsible for their own learning in science by:
 - creating hypotheses.
 - setting up experimental situations.
 - choosing appropriate equipment.
 - devising fair tests and drawing their own conclusions.
 - improve methods of reports and recording their findings.
(Paragraphs 16, 25, 99, 100, 102).
 - (3) Raise the achievement in history and geography throughout the school by:
 - ensuring that the units of work adopted are implemented in a balanced way across the school.
 - building on pupil's knowledge, understanding and skills in both subjects.
(Paragraphs 8, 33, 116, 117, 118,121).
 - (4) Strive vigorously to improve accommodation for children under five, in the context of the overall planning for the school, and address the inadequacy of the hall, particularly when used for physical education by:
 - ensuring that the accommodation is sufficient to offer experiences in all six areas of learning.
 - ensuring that pupils have access to a sufficiently large indoor area for physical education.
(Paragraphs 71, 72, 83, 141).

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

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

35

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

27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	15	6	0	0	0
Percentage	8	32	43	17	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

109

Number of full-time pupils known to be eligible for free school meals

9

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

37

English as an additional language

No of pupils

Number of pupils with English as an additional language

0

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

27

Pupils who left the school other than at the usual time of leaving

6

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7 (3)	7 (3)	8 (3)
	Girls	4 (4)	6 (4)	6 (4)
	Total	11 (7)	13 (7)	14 (7)
Percentage of pupils at NC level 2 or above	School	73 (100)	87 (100)	93 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7 (3)	7 (3)	8 (3)
	Girls	5 (4)	6 (4)	6 (4)
	Total	12 (7)	13 (7)	14 (7)
Percentage of pupils at NC level 2 or above	School	80 (100)	87 (100)	93 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	10	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5 (7)	4 (7)	6 (10)
	Girls	10 (10)	7 (10)	10 (10)
	Total	15 (17)	11 (17)	16 (20)
Percentage of pupils at NC level 4 or above	School	88 (77)	65 (77)	94 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	6	7	7
	Total	11	12	13
Percentage of pupils at NC level 4 or above	School	69 (82)	75 (82)	81 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	109
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: YR – Y6

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	21.2:1
Average class size	21.2

Education support staff: Y[R] – Y[6]

Total number of education support staff	4
Total aggregate hours worked per week	97

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15
Total number of education support staff	1
Total aggregate hours worked per week	28
Number of pupils per FTE adult	11

FTE means full-time equivalent.

Financial information

Financial year	00/01
----------------	-------

	£
Total income	273172
Total expenditure	263163
Expenditure per pupil	2460
Balance brought forward from previous year	23731
Balance carried forward to next year	33740

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	4.2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	109
Number of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	38	0	0	0
My child is making good progress in school.	50	50	0	0	0
Behaviour in the school is good.	38	56	6	0	0
My child gets the right amount of work to do at home.	44	38	19	0	0
The teaching is good.	44	50	6	0	0
I am kept well informed about how my child is getting on.	44	38	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	56	38	6	0	0
The school works closely with parents.	56	31	13	0	0
The school is well led and managed.	75	25	0	0	0
The school is helping my child become mature and responsible.	56	38	6	0	0
The school provides an interesting range of activities outside lessons.	75	25	0	0	0

Other issues raised by parents

Five written returns were received. The great majority of these were most supportive of the school, its standards, quality of leadership, teaching and curriculum offered. A few parents would like more information about their children's progress.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. The children start school in the Foundation Stage when they are four years of age. Children join for two mornings a week for two terms, and then attend full time in the term in which they reach their fifth birthday. Baseline screening assessments show that the majority of children start school with very underdeveloped skills and understanding of all areas of learning particularly in language acquisition, in their recognition of number and in social skills. Overall standards on entry are below those expected for their age. This is due both to the ability and experience of the children. By the end of the Foundation Stage, they make good progress. All children including children with special educational needs progress well but reach standards that are below those expected in communication and number, and standards that are at the expected levels for their age in other areas. For example, children who joined with unintelligible language are now using language to converse, and to be understood. They benefit from very good teaching both from their teachers and from classroom assistants, who support the class well.
76. The children are taught the appropriate curriculum, for the Foundation Stage. This covers the six areas of learning and development and, as the children reach the early learning goals (ELGs), or targets within the curriculum they are introduced to the National Curriculum. Most children should achieve the early learning goals by the end of the Foundation Stage in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. Standards in communication, language and literacy, and mathematical development show improvement although from a low starting point, but are below those expected for children of this age. Provision is good overall. Teachers plan very well and ensure that activities link well with all areas of learning and this helps the children to enjoy their work. The last inspection report noted that children made good progress in their learning and social development. This good standard of provision has been maintained and the school gives the children a good start in their education.

Personal, social and emotional development

77. By the age of five, the children's development in this area matches expectations for this age. Children make good progress from an overall low level of attainment on entry. Some children are very shy, and find it difficult initially to relate to other children and adults. By the time that they enter Year 1, all are confident with adults and with each other. This was seen when they played in the Three Bears' House. They talked to each other as they enacted the story of 'Goldilocks and the Three Bears'. They know that they have to take turns, and this was seen when children gave out milk to others during the snack time. They also offered their snacks to others. They were very indignant when one child wanted to take one of the pretend bowls of porridge from another. They knew that it was wrong to snatch. They help each other, and this was seen when they played on wheeled tricycles, and one child pushed another who found it difficult to get started. They are interested in all the activities, and were very excited about making biscuits.

Communication, language and literacy

78. In communication, language and literacy by the end of the Reception Year, children's development matches expectations for this age. Children make good progress from an overall low level of attainment when they join the Foundation Stage. At news time, the majority talk readily about the activities in which they have been involved, for example about books that they have read. Some, however, just nod and do not wish to join in. All listen carefully to each other however, and this showed when they responded to news that a child had shared. Most use speech to interact with each other. For example, one child said that there could only be three bears in the Bears' House, and Goldilocks could only come in when the bears went out. This showed good recall of the story. They listen with pleasure to stories, and join in singing and chanting games. They understand that letters have sounds, and this was seen when children brought in a large number of objects that started with 'b'. When children reach the end of the Foundation Stage, just over half write simple words to make sentences, and the written work on 'Noah and his Ark' showed this well. A few pupils read books fluently, and all know that books have meaning and how they are read.

Mathematical development

79. Most children attain standards in mathematics that are below the expected level of number recognition when they enter the school. This was seen when children joined numbers together that did not sequence. Most count reliably to 5, but not always to 10. They recognise the difference between 'big' and 'little', but confuse the terms 'large' and 'small' with colours. Songs and videos are well used to reinforce numbers and number concepts. Games show that children understand size differences, and they sorted teddies to decide who went on a picnic. They use number practically, when counting how many children want milk for example. The older children sang 'need a one' up to 20, which is good, and they wrote numbers in the air.

Knowledge and understanding of the world

80. Most children attain a satisfactory understanding of activities that take place outside the classroom. For example, in their play they explained that hurt animals would have to go to the Vet', and be mended or given medicine to make them better. They also know that milk makes bones and teeth strong, and that fruit is a healthy snack. Some are very uncertain about the names of parts of the body, and this was seen when a child called her wrist, her ankle. Children are confident in using the computer, and use the mouse to click on animals to make them move. Through practical experience, they know the ingredients that are used to make biscuits, and that they change when baked.

Physical development

81. Children have an expected level of physical development when they join the school, and they reach expected levels by the end of the Foundation Stage. They move confidently, and this was seen when they went outside to play on wheeled vehicles and to run, which they did with an awareness of space. They balance carefully on a beam, and walk without support to the end. They know that hygiene is important to good health, and wash their hands carefully before eating. They use small equipment, such as scissors, competently, and this was seen when they were cutting out shapes to make baskets for their biscuits.

Creative development

82. Children have a sound understanding of colour and making pictures when they enter the school, and they achieve well in this area to reach standards that are in line with those expected. The rainbows painted over their Noah's Ark picture showed the ability to mix colours and to paint within set lines. They enjoy singing, and moving rhythmically to the beat. This was seen when a child sang 'Row, row, row the boat' with a teaching assistant, and they held hands and rocked backwards and forwards. They use their imagination well, for example when using the telephone.

Teaching

83. The quality of teaching is very good overall. There is very good planning of activities, and organisation of assistants to use them most effectively. Relationships are very good, and this was seen when children entered in the morning, and happily settled to their own choice of activities. Parents are encouraged to stay if they feel that there is a need. Learning is reinforced at every opportunity, for example when counting how many are present. Questioning is very good, and the level of difficulty is matched to the children's level of attainment. This was seen when they were asked to pick out words from a text, and the words varied from 'big' to 'teeny weeny'. This ensured that all were successful, and gained in confidence. Children are encouraged to tackle activities on their own, and they therefore make good progress. This was seen when children who could write, were asked to see if they could write on their own. Help is always at hand, and this gives children confidence to tackle activities. Assessment is continuous, and this was seen when children's competence in information and communication technology was assessed.
84. The Foundation Stage is organised by an experienced and committed teacher. The accommodation is inadequate. The main room is too small for separate 'home' corners, or to have balancing equipment out, or large-scale construction kits. When the part time children join, the hall is used to extend activities. This results in the full time children having an extremely limited experience of all six areas of learning. As the use of the hall is shared, the equipment has to be set out and cleared away for each session, which is time-consuming. The school has a separate secure outdoor area, and the larger playground is used for wheeled vehicles. Communication with parents is excellent. There is a parents' notice board, and they are informed each week of the focus of the week's activities. The home-school books are very well used to comment on books read at school and at home. Books are taken home each day, which has led to a love of books by the children, and to good progress in their knowledge of words and reading. Visits and visitors are well used to widen children's experiences, such as to Bressingham and the beach. The children are given a baseline assessment on entry to the Foundation Stage, and the results are discussed with parents and carers. There is a well-planned transition to the more formal methods of teaching in Year 1. Parents know that they are welcome at all times, and are very pleased with the progress that their children have made.

ENGLISH

85. Standards seen during the inspection reflect those seen in the 2001 school's results for the national tests in reading and writing. Good progress is being made from a below average start, although too few of Year 2 pupils are likely to achieve the required standard.

86. Standards in English for pupils aged 11 are in line with the national average. This is similar to the standards seen in the last inspection. The progress that pupils make is due to the good teaching. Pupils with special educational needs make good progress. Over the previous five years, results have shown an upward trend from a dip in 1999. However the rate of progress was at a slower pace than the national trend. In 2001, the girls' results were higher than the boys' by the equivalent of 2 terms' progress. This also reflected this particular group of pupils' attainment on entry to the school. Caution must be taken with the results as pupil numbers are very small and results can vary widely from year to year. The literacy strategy is making sufficient impact on pupils' learning across the school. In comparison, pupils perform better in English than in mathematics and science.
87. At age seven and eleven years, pupils' speaking and listening is at the expected level. At seven years, pupils are confident, and talk with interest about topics. For example, pupils explained in detail a treasure map they were following. They explained that although they had the choice of two paths to get to the Church, the instructions said 'through the park' therefore they had to choose that path. Pupils listen carefully, and this was apparent when they had to follow detailed instructions before going outside. They lined up quietly, collected their clipboards, and knew exactly what they had to do. Pupils use relevant language, and this was seen when they made circuits, and used the term 'crocodile clip' accurately. At 11 years, pupils talk thoughtfully in different situations. In lessons, they explain their work with clarity. For example, they gave the results of investigations into the variations in the pitch that can be made with different objects. In an unstructured situation, they talk animatedly about topics that interest them. For example, when discussing the severe weather that Britain had experienced, they were concerned about the people whose houses were flooded, and wondered what it would be like to be flooded. They listened carefully. In a writing lesson the format of the lesson was explained, and they all knew what to do, and followed the procedure correctly. Poor grammar is corrected, so that pupils make progress in their spoken English.
88. At seven years, pupils' level of reading is below national expectations overall. Most read with understanding, but are unable to predict or retell accurately, showing a poor understanding of the text. They use their knowledge of phonics well to decode unknown words. They enjoy reading, but not all read every day at home, which hinders their progress. All read with expression, and the below average reader shouted 'No', when it had a need to be emphasised. At 11 years, pupils' reading levels matches national expectations. All read fluently at their level, and with expression. For example, they explained that they liked the Harry Potter books, because of the magic in the stories, and also the wonderful language that was used. They talked at length of the importance of language to create an atmosphere, and cited "hundreds of pearly-white, translucent people" as an example. They find information quickly, and scan to get the salient points, such as details of a badger's sett. Not all pupils by the end of Year 6 take their reading books home each night, which hinders the progress of these pupils. All pupils keep a record of their reading.
89. At seven and 11 years, the writing of many pupils is below national expectations. Pupils have spelling levels that are below those expected. In a Year 2, lower-attaining group, some are unable to spell simple words correctly, and in a Year 6 class many are unable to spell the past tense of words such as 'stop'. Also, not all pupils use capital letters for people's names. Pupils' handwriting is not of a consistently good standard from Year 2. Pupils in Year 2 know the need for clear instructions, and tried hard when writing them for a game of musical chairs. They write stories that follow pictures, such as the story of 'The Great Lorenzo'. Pupils by the end of Year 6 write for many purposes. These include the minutes of meetings of the class councils,

science experiments, reports and writing for a newspaper, letters and poems. There are also good examples of imaginative writing, such as 'The Tapir's Great Escape', which was an unusual choice. Also, poems in the style of Brian Patten showed an understanding of the poem, and this was seen in one ending, which read, "Lots of love from your (very) stressed Mum. X PS. You're grounded".

90. Pupils enjoy the literacy lessons, and this is seen in the speed at which they gather for the sessions. They enjoy using the white boards, and work very hard and thoughtfully to complete the tasks set. They are eager to participate, and contribute to the lesson. This was seen when they had to find words in the dictionary. They worked very well in pairs to find the definitions. They tackle tasks using the computer seriously, and take great care in choosing an appropriate font and size for their letters. Pupils do not always take care with the presentation of their written work and their handwriting.
91. The quality of teaching is good overall. Teachers waste no time, and with good planning and organisation, much is achieved. The purpose of the lesson is made clear to pupils. For example, when they were asked to start an old standardised test paper, it was made clear to pupils how the exercise would help them. Teachers use humour well, which appeals to pupils. This was seen when it was suggested that endings should not read 'and they all went home'. There are very good relationships, which mean that pupils readily ask for help, and therefore make progress. Assistants are very well used, which results in pupils with special educational needs making good progress. Withdrawal groups are effective, for example when games are used to enable pupils to build words. Teachers question to determine the level of understanding and to make pupils think. For example, they were asked what they could tell about a character in a book. Teachers always give positive feedback, even when an answer is incorrect. Marking is thorough, and targets for improvement are given. Assessment is used well to inform teaching and learning. This has improved since the time of the last inspection.
92. The two co-ordinators work very well together, and are determined to raise standards. They have placed an emphasis on writing and spelling in the school, recognising the shortcomings in this area. There remain some inconsistencies in the monitoring and regularity of reading throughout the school. The literacy policy for the whole curriculum has due emphasis placed on a daily home reading session, and monitoring of the books that pupils read. Also, they are aware that a common approach to technical language and written work is required to assist in raising standards further. Pupils sometimes write on separate sheets, which are then put into their drawers for later retrieval. This does not always encourage good standards of presentation, handwriting and spelling. The loan service is well used but there is some scope for increasing the range of books to extend the able reader. The front non-fiction library area is attractive, but without seats, and therefore it does not encourage pupils to browse. The more challenging books are kept in a box, which does not encourage pupils to dip into them. Generally, there has been an improvement in the library facilities since the time of the last inspection.

MATHEMATICS

93. Since the last inspection the attainment in mathematics for pupils aged seven has risen from satisfactory to good. The standard for 11 year olds has remained the same, but from the lessons observed it is very likely that these standards will be rising. A number of factors have contributed to this increase in attainment. The thorough planning of the National Numeracy Strategy and the resulting scheme of work across the school, higher teacher expectations and the impact of the deputy head teacher's knowledge as a leading mathematics teacher have led to improved standards. The co-

ordinator and the head teacher analyse the end of year results and identify areas of weakness. For instance, this year problem solving and investigation along with mental strategies and the use of information and communication technology are the areas designated for development. Throughout lessons these are consistently reinforced by class teachers. The Numeracy strategy is taught in a thorough and effective manner from Year 1 to Year 6. Resources are satisfactory. They are placed in each classroom and centrally, allowing easy access for teachers and pupils.

94. By the end of Year 6, pupils make good progress overall. Pupils with special educational needs are provided with suitable work matched to their ability and make good progress overall. By the end of Year 6 pupils can count to 100 and order numbers to 1000. They can add and subtract to 1000 using number lines and cards to assist them visually. They can halve and double numbers. Information and communication technology is used well for data handling. Pupils use measurement accurately. A number of the higher-attaining pupils in Year 2 can add double twenty to a given number and all pupils can use a hundred square to add on in tens. Pupils' have a good understanding of place value using base ten apparatus. In one excellent lesson observed, the pupils were absorbed in the game of doubling using large rolling dice. All took part and those with special needs made very good progress. The teacher used the computer to demonstrate the concept of doubling. The enthusiastic response from the pupils provided clear evidence of their enjoyment of the subject. They use mathematical vocabulary well and use it with understanding to solve word problems. Pupils in Year 2 can identify right angles making them on pin boards with rubber bands. Some pupils were able to transfer right angles on to squared paper and then rotate the shape. The quality of class work seen in Year 2 during the inspection ranged from excellent to unsatisfactory. The unsatisfactory work was in the minority, but was due to poor presentation work not matching the ability of the pupils. In one Year 2 class, the higher-attaining pupils were not sufficiently challenged, as a result of the work not being matched suitably.
95. By the end of Year 6, pupils have developed a good understanding of mathematics. In Year 3, pupils learn to identify common and irregular shapes with increasing confidence. They learn to tabulate and order shapes according to their properties. Some of the higher-attaining pupils are not always challenged sufficiently. Year 4 pupils extend their knowledge of shape and space. They learn to make a net of a tetrahedron and of a cube. In one very good lesson observed, pupils with special educational needs working with the teacher assistant were making very good progress. They were able to explain their findings and link the shape to the pyramids of Egypt. Other pupils concentrated well on designing a box to fit an object. Pupils in Year 5 can measure angles with a protractor, explaining how to bisect a right angle to make a triangle. They use their knowledge of equilateral triangles to construct a tetrahedron. In Year 6, pupils investigate the perimeters of rectangles. Higher-attaining pupils observed the pattern of results and were able to suggest formulae to quickly find the perimeter of any rectangle.
96. The attitudes of pupils throughout the school are good. Pupils from Year 1 to Year 6 enjoy maths and many girls and boys say it is their favourite subject. They ask the teachers and classroom assistants for help when required and feel very confident that staff will answer their questions with respect. The behaviour of pupils is very good for pupils aged seven and good for pupils aged 11. Pupils are interested and involved in activities and listen very attentively most of the time. They respect and value the contributions made by their peers. Pupils are keen to succeed.

97. Teaching overall in mathematics is good. From reception to Year 2 it ranges from excellent to very good and it is good in Years 3 to 6. Very good features of teaching for pupils aged seven are the brisk pace, high expectations of presentation, improved use of assessment and marking. The classroom assistants, many of whom have received training, work well in collaboration with the teachers. Planning for pupils aged seven is very good with clear learning outcomes that enable assessment to take place. Teachers throughout the school set individual targets that will enable pupils to progress and teachers to assess with greater clarity. Good use is made of resources to aid understanding. Pupils with special educational needs are well supported. The higher-attaining pupils are challenged appropriately in most classes but teacher expectations of what they are capable of are not always sufficiently high. Homework is provided throughout the school and it extends the learning in the classroom. Information and communication technology is used fully to extend the learning of mathematics. This is an area of the subject that has been successfully addressed since the last inspection.
98. Most teachers use marking in a constructive manner and to give praise for the pupil's efforts. A more consistent approach towards constructive marking and a focus on presentation for pupils aged 11 would help to raise the skills of pupils and further their understanding. All teachers make good use of praise and pupils respond to their encouragement.
99. The leadership and management of the subject is very good. A developing strength is the monitoring of class work which takes place regularly and informal feedback is given to staff. The policy and scheme of work has been drawn up and implemented by the co-ordinator. The co-ordinator is very clear about the future areas for development, for example, to extend higher-attaining pupils, and for teachers to develop their questioning skills and to focus upon the recall of key skills.

SCIENCE

100. Standards for pupils aged seven and eleven are in line with national averages. The majority of pupils are making good progress, but those of higher attainment are insufficiently challenged. Pupils with special educational needs make good progress. Pupils at seven years have a clear understanding of a fair test. They carry out experiments, for example, to find out if wind made washing dry more quickly. Their conclusions were satisfactory. They have a sound understanding of living things and sort these sensibly, for example into those that can fly and those that can't. They also know the different habitats of some animals. When investigating materials, pupils learnt that they have different abilities to stretch, for example when testing cotton and nylon. They have an extensive knowledge of physical processes. For example, pupils know that not all objects are attracted to magnets, and know that there are North and South poles on a magnet, which is to a good level. Pupils at 11 years conduct experiments with clear predictions. For example, they stated that thicker materials would make sounds more muffled. Their experiments do not reach expected levels, as they do not make their own decisions on how to conduct an experiment using known scientific facts. Also their conclusions give no suggestions for improvements. Pupils' knowledge of life processes is sound. They know the scientific names for parts of the eye, and explain food chains and pyramids. Materials are sorted satisfactorily, for example into those that are translucent, transparent and opaque, which shows a clear understanding of those terms. Pupils demonstrate their knowledge of electrical circuits, and explain how the circular passage of electricity is essential to enable bulbs to produce light. All pupils, including those with special educational needs achieve well. For example, pupils deduced from their study of electricity, that bathrooms have

pull switches to avoid electrical shocks. In none of the programmes of study were higher levels attained.

101. Pupils enjoy the practical nature of science. They apply themselves enthusiastically to the tasks set, and work hard and quickly. They are very ready to explain what they have done, and work well together and in groups, when they organise themselves without argument or fuss. This was seen when they made box guitars when investigating sound. They record what they discover to a satisfactory level.
102. The quality of teaching seen at the end of Years 2 and 6 is good. Features of good lessons were good introductions, which used pupils' existing knowledge through careful questioning. They were also conducted at a brisk pace, so that initially no time was wasted. There was also good organisation of pupils into groups, with teacher assistants used well to provide good support. In lessons that were judged to be good, the content of the lessons, although well planned, did not sufficiently challenge pupils. For example, pupils who investigated the varying pitch of guitars immediately concluded that it varied according to the length of the guitar string, and there was nothing else for them to do. Opportunities were missed to move pupils on in their learning. At the end of the lessons, all pupils contributed their findings, which was good, as this ensured that the knowledge gained was reinforced. However, conclusions were not emphasised, which is essential in order that pupils use the information gained in different situations. Teachers did not have sufficiently high expectations regarding what pupils could achieve. Homework set is relevant, and moves pupils on in their learning.
103. The present co-ordinator for science has a very clear plan for the development of the subject. There has been an improvement since the time of the last inspection, when the school did not have a scheme of work, assessment, or sufficient resources. Following the use of a published scheme of work over recent years, the school is now trialling the Qualifications and Curriculum Authority scheme. Following the evaluation of the scheme, a new scheme of work is planned. This does not yet include opportunities for pupils to reach higher levels of attainment, and assessment to note the levels achieved by pupils. The investigative aspect of science does not always sufficiently challenge pupils. For example, no experiments were seen where pupils devised their own, and this is important to enable them to reach higher levels of attainment. The school has no common approach to how pupils record what they do. Many pupils use separate sheets of paper. This does not allow pupils to see a clear progression in the subject.

ART AND DESIGN

104. Standards in art and design for pupils aged seven and 11 are satisfactory, as they were at the time of the last inspection. Pupils, including those with special educational needs and those of higher attainment, make satisfactory progress. The quality of work on display is satisfactory although some work in Year 2 is of a high standard. Pupils achieve appropriately across the school because art is effectively taught.
105. Due to timetabling arrangements the mixed Year 2 and 3 pupils and Year 6 pupils did not have art during the days of inspection. Pupils in Years 1 and 2 broaden their knowledge of photographs and the information that can be gained from them. They use these as starting points for their drawings and alter the images making changes in composition, mood and colour. This helps them to understand space and composition. They also improve their drawing skills. Pupils in Years 2 and 3 gain a good understanding of printmaking by making stencils and use these to make repeat patterns. Building on their previous experience they could reference these to a display

in their classroom depicting traditional Indian and Islamic patterns. They make comparisons and discuss the differences between these and their own work. Opportunities to develop critical skills are sometimes curtailed by a lack of time.

106. Pupils in Years 4 and 5 consider how to illustrate a traditional Chinese folk tale using fabrics, paints, embroidery and collage. They select and use different media and equipment appropriately and explore different mark making effects. Pupils are particularly interested in using fabric and work hard. They make gains in their knowledge and understanding, apply new techniques and as a consequence develop good skills.
107. The quality of teaching and learning is good overall. Teachers are generally secure in their knowledge and understanding of the subject. Their expectations of what pupils can do are good. Lesson planning is good and refers to an appropriate range and variety of tasks using a range of media. The teaching of skills and techniques is good and this is an improvement since the last inspection. Teachers share information about different artists, cultures and traditions well. This is evident from wall displays. Pupils learn effectively and they are encouraged to explore and experiment with their ideas. Sketch books are beginning to be used to store pupils' developing ideas and studies to best advantage. Information and communication technology is used for research and supporting studies, and occasionally to support drawing and painting. Its use is developing appropriately.
108. Pupils' attitudes and behaviour are good overall. They enjoy their work. Pupils listen carefully, concentrate and work hard. They share their views and are sensitive to different opinions. Pupils share equipment and media and use them carefully.
109. The curriculum is developing appropriately in terms of coverage, use of media and developing knowledge about art and design from different cultures and traditions. Teaching of skills and techniques is more focused and this is an improvement since the last inspection. Assessment opportunities are built into planning and monitoring of work is undertaken. The co-ordinator has developed a useful folder of good exemplars. The co-ordinator is keen and confident and is aware of the areas for future development. She plans to undertake an audit of skills and resources and plans to build on the use of sketch books, develop sculpture and increase the use of information and communication technology. All of these are appropriate. Teaching is further enhanced by a good number of volunteer parents and friends who assist in lessons. The local area is used well, for example a visit to the beach resulted in creative sculpture from found objects. Opportunities to work with local artists and visits to galleries have not yet been developed, although the co-ordinator has plans to address this. Recent work is displayed about the school and this is an improvement since the last inspection when it had the appearance of being worn and tired.

DESIGN AND TECHNOLOGY

110. Due to timetabling restrictions during the course of the inspection only one lesson for pupils aged 7 and two lessons for pupils aged 11 were observed. However, a sample of pupils' work from Year 1 to Year 6 was scrutinised together with displays around the school, enabling a judgement to be made upon the standards achieved by the pupils and the quality of teaching and learning. From the evidence available pupils' attainment at the end of Year 2 and Year 6 is in line with the national average. During the last inspection standards were judged to be in line for pupils aged 7 but above average for pupils aged 11.

111. In the one excellent lesson observed in a mixed Year 2 and 3 class, pupils learned to knit and to join two pieces of material. The lesson involved groups of pupils helped by willing volunteers, the teacher and the classroom assistant. This organisation enabled the pupils to work happily with an adult, to exchange conversation and to learn many new techniques. By the end of the lesson pupils learned to cast off and on, to sew a seam together and to sew decorative stitches. In this lesson boys and girls including those pupils with special educational needs made excellent progress in design and technology and also with speaking and listening skills.
112. In Year 5 the pupils are beginning a new project to produce a musical instrument. They recall the previous lesson when they observed manufactured instruments noting the materials and the techniques. Pupils are enthusiastic and eager to begin their own designs, discussing in a mature way their methods and plans and the strength of the materials required to make the instrument. Boys and girls, including higher-attaining and pupils with special educational needs make good progress in their knowledge and understanding of the key skills of the subject.
113. Year 6 pupils are learning about sound and are linking this work in science with design and technology. They recall that the length of the air column has an effect upon the pitch of the note. Pupils present various ideas on how to make an instrument and these are listened to with respect. Other pupils offer modifications and refinements on design and materials. The teacher outlines the time span for the completion of the work and the pupils set to work with enjoyment knowing that they will have to perform on their finished instrument in six weeks time.
114. Throughout the school the pupils enjoy the subject. They concentrate, working co-operatively together and listen well to adults and their peers.
115. The quality of teaching is good overall. The planning of lessons addresses all of the key skills. Pupils are asked effective questions that encourage them to think independently and to solve design problems. Monitoring of pupils' progress is satisfactory. The organisation of the resources that are appropriate to the task prevents any time slippage and adds to the learning and enthusiasm of the pupils.
116. The co-ordinator is knowledgeable and she puts her expertise into good effect. The staff adhere closely to the policy and scheme of work. This is an improvement since the last inspection when a scheme of work was not in place. The co-ordinator keeps a photographic record of all design and technology work in order to monitor and assess pupils' progress. Close evaluation of the work achieved across the school enables the co-ordinator to analyse the future development of the subject and the needs of the pupils well. A future focus is on the needs of higher-attaining pupils. Monitoring of the subject is good overall and monitoring, evaluation and the development of teaching is developing satisfactorily.

HISTORY AND GEOGRAPHY

117. History was not being taught during the inspection. Planning refers to studies of the local area and what it was like to live in Great Oakley in the past. It also refers to studies of famous people in the past, the Olympic Games and the Ancient Greeks and the Victorians. Through discussions with pupils and the limited evidence available, it was seen that standards are unsatisfactory, and have declined since the time of the last inspection when they were judged to be in line with expectations. Pupils at 7 years have an inadequate understanding of events over time. They know that there has been a war, but cannot not relate this to the lives of their parents or grandparents. They do know that information about the past can be found in books, or by talking to people, but were not aware that artefacts can also be used. Pupils were unable to talk about

any famous people or events. At 11 years, pupils' understanding of history is inadequate. They talked about the periods studied, such as the Romans and the Victorians. Pupils knew that there were Roman remains that could be seen, and talked about Colchester Castle, but were unaware of the events when Boudicca sacked the earlier temple. Pupils were unsure about the length of Queen Victoria's reign, or the inventions that were made in that time, and how people lived and worked.

118. There is a newly appointed part time co-ordinator, who is committed to raising standards. She has a clear line of development, with priorities, which should assist in raising standards. These include an audit of resources, assessment, and tasks to meet the needs of all pupils, and rewriting the policy. This will identify the areas of weakness noted in the last report, which applied to planning, assessment and resources. Although the time allocated for history is within the time recommended it does not have a sufficiently high profile as the other foundation subjects in the school. Improvement made since the last inspection is unsatisfactory.

GEOGRAPHY

119. Through the observation of lessons, an analysis of work, and discussions with pupils, standards seen during the inspection were unsatisfactory, and have declined since the time of the last inspection when they were judged to be in line with expectations. At 7 years, pupils are unclear about the characteristics of their own locality. For example, they were unable to explain how the surrounding farmland is being used. They also deliberated for a long time about whether Great Oakley was a town, and had no knowledge of Harwich as a ferry port, or other places beyond their locality. Pupils in Years 2 and 3 made sound observations about what could be seen from the front of the school, and made sensible suggestions regarding why they were there, for example the road signs. At 11 years, pupils have a sound knowledge about river features, and related these to rivers of their own choice, such as the Amazon. They researched into the specific features, using Atlases and information and communication technology to a sound level. However, they have no knowledge of settlements, or of a range of places and environments in different parts of the world. Pupils in Years 4 and 5 studied the possible change of use of a part of Great Oakley, and explained their own views to a satisfactory level.
120. Pupils enjoy geography. Those who made field observations were focused on the task in hand, and thought seriously about the questions that could be asked. They were also keen to draw field sketches, and were eager to explain what they had done. Pupils in Year 6 were enthusiastic about their river studies, and readily talked about what they had found out. They are interested in geography, and wanted to know why rivers, such as the Usk, had recently flooded. They take care with the presentation of their work.
121. It was only possible to see one lesson taught, and this was of a good standard. It was well planned, and conducted at a brisk pace, so that much was covered. Careful questioning established what pupils knew, and reinforced that knowledge. This had involved photographs, which were well displayed with questions posed that made pupils think. For example, one asked why the school was situated there. The lesson was well planned and organised, so that when outside all knew what they had to complete. The teacher constantly encouraged pupils to look and to question, so ensuring that all were involved, including pupils with special educational needs. With the good support of teacher assistants, all were kept on task and achieved well. Work about the school suggests that the standard of teaching has improved since the last inspection.

122. There is a newly appointed part time co-ordinator, who is committed to raising standards. She has a clear line of development, with priorities, which will assist in raising standards. These include an audit of resources, assessment, tasks to meet the needs of all pupils, and rewriting the policy. This should also lead to an improvement in resources, noted as an area of weakness in the last report. Maps of the local area have been bought, and the school has Atlases of good quality, but each room does not have a globe. The school does not have a consistent approach to how pupils' work is to be recorded.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Standards and progress are above national expectations for pupils aged 7 and 11. This is an improvement on standards seen at the last inspection, when pupils met standards that were expected. Judgements are based on the observation of two lessons, evidence of pupils' work, discussions with them and observations of their using the computers.
124. In Year 1, pupils develop their word processing skills, typing their name, selecting font and type size. In Year 2 they progress to spacing and positioning, using greater mouse and cursor control. Pupils are familiar with the colour mix program that enables them to create designs and drawings. In one excellent lesson observed in a mixed class of Year 1 and 2, pupils could access a program designed to teach them the sounds of a number of instruments. They learn to use the recycling bin and know the term icon. They are able to save and to print their work. Pupils achieve good standards gaining in confidence, enthusiasm, skills and knowledge.
125. By the end of Year 6, pupils learn how to prepare information that can be classified and tabulated. Many choose their own font and size in order to present their work in a creative manner and to refine and adapt it. They use text, tables, images and sounds to present their findings. All pupils, including those with special educational needs make good progress and gain in confidence.
126. Teaching overall is good, although it ranges from good to excellent. This is an improvement since the last inspection and is due in part to the training offered to class teachers and classroom assistants. Lesson plans are clear and teachers are more aware of using information and communication technology in many subjects across the curriculum including art and music. Control and modelling is suitably covered in planning. The skilful questioning of pupils by the teachers and the classroom assistants also clarifies pupils' thinking and develops learning. The computers are used frequently in the computer suite and there are plans to increase the number of computers for use in the classroom. The classroom assistants give clear instructions and support to pupils of all abilities.
127. The leadership and management of the subject are very good. The policy and scheme of work provide staff with a structured curriculum with in-built assessment opportunities. The co-ordinator also offers guidance to the staff, particularly in the area of using the computers across the curriculum. Monitoring of standards, teaching and learning and the curriculum is good. Pupils are able to access the Internet in order to extend their learning. CD roms are available that are used for research purposes by pupils at the end of Year 6. The school also has a 'Roma' that is used by pupils through the school. The co-ordinator runs a computer club after school to assist those pupils who do not have access to a computer at home and to extend the work of the classroom. The club also offers time for investigation and enjoyment for pupils of all ages. A digital camera is at present on loan but there are plans to purchase a school model that will enhance the work that is now achieved.

MUSIC

128. Overall, standards in music are in line with those expected of pupils nationally. Pupils receiving instrumental lessons occasionally exceed the standards expected and make very good progress. Pupils, including those with special educational needs and those of higher attainment, make good progress. Standards in practical music making by the end of Year 6, are occasionally above the standards expected. Standards are similar to those at the time of the last inspection. Instrumental work is a strong feature of music in this school. Some 22 pupils have instrumental lessons. Violin, recorders, and the choir are very popular and pupils have regular opportunities to perform in the local and wider community and take part in special events at school.
129. Year 1 and 2 pupils recognise and can distinguish between high and low, loud and soft, and short and long notes. They select, explore and play percussion instruments with increasing enjoyment and precision. They follow directions from the teacher in the role of conductor and play when directed.
130. Pupils in Year 5 explore the sounds that different instruments make. They explore the way sounds can be combined and use these expressively to illustrate different images such as going for a walk on a sunny day or being frightened. They choose instruments including their own voice to create different images and mood. In small groups they direct one another and perform short compositions together. They rehearse before performing to the class. Pupils listen attentively to one another and offer helpful evaluations. Year 6 pupils can make up their own rhythmic patterns maintaining a steady pulse. They show a good sense of rhythm. They use subject specific language correctly. They show a lot of enjoyment organising each other and playing within their groups. Pupils listen well to the teachers and ask interesting questions. In groups they develop their own short compositions and perform them confidently to the class. There is good evidence that pupils record their work using notational and graphical scores.
131. Teaching and learning are very good overall both when music specialists and when non-specialists teach. The instrumental teaching is highly valued by the school and is of very good quality. Several of the teachers are confident teaching music and they are mutually supportive of one another. In hymn practice two teachers will share the singing and instrumental teaching between them. Information and communication technology is beginning to be used to support teaching and learning. In a mixed class of Year 1 and 2, for example, pupils accessed a program designed to teach them the sounds of a number of instruments. Planning is very good and detailed and supports teachers well. Lessons are well organised and instruments and resources are well matched to activities.
132. Music contributes strongly to pupils' spiritual, social and cultural development. Oral assessment is used well, although it is sometimes curtailed due to lack of time. Monitoring of standards, teaching, learning and the curriculum is very good, and the co-ordinator is experienced and has very clear ideas on how to build upon the strong tradition of music throughout the school. There are many good opportunities for pupils to perform, such as in assemblies, concerts, and in the local community. The curriculum is enriched further through working with a locally based group of African musicians. These workshops and the range of ethnic instruments contribute well to pupils' understanding of art from different cultures and traditions. Pupils have the opportunity to listen to music from different periods on entry to assembly. They are eager to express their views and answer questions about the pieces played. The school acknowledges that this is an area that could be usefully developed. The school has a good range of instruments. However, further consideration to the general ongoing maintenance and repair of instruments and their storage should be given.

PHYSICAL EDUCATION

133. Overall, standards in physical education and dance throughout the school are in line with those expected of pupils nationally. This is similar to the judgement of standards at the last inspection for pupils aged 11. Due to the timetable during the inspection, only one lesson for pupils aged 7 and two lessons for pupils aged 11 were observed.
134. Pupils in Year 1 develop their skills and understanding of the art of throwing and catching. They learn to use space well, to warm up before the session and to work co-operatively in pairs. They learn to practise together and improve their own performance, catching beanbags successfully but having some difficulty when trying with small balls.
135. Throughout the school, pupils make satisfactory progress overall. Pupils with special educational needs make good progress. In Year 6 pupils work hard when attempting warm up ankle exercises that they find difficult. Pupils recall movements of a square dance learnt previously. They applaud the efforts of their peers and learn from one another. They make good progress in sequencing the movements and both boys and girls enjoy the lesson. All pupils including those with special educational needs gain in self-esteem and creativity from the co-operation that is required.
136. Pupils of all abilities in Year 6 make good progress in the skills of building up a moving sequence of bridge shapes. They listen well to each other planning a sequence of movements and practising them before the final performance to the rest of the class.
137. Pupils enjoy the subject. They concentrate and respond to the good range of activities that are provided throughout the year. Swimming is to be introduced to Year 3 and this will extend the skills and safety of these pupils.
138. Teaching is good overall; it ranges from very good to good. It is very good in Years 1 to 2 and good in Years 3 to 6. Teachers have high expectations of behaviour and work and this is reflected in the good standards of movement observed. Very occasionally there is an inconsistency of expectation and pupils' chatter is not checked. The insistence on the vital warm up exercises before each lesson enables pupils to understand the health and safety aspects of physical activity. In Year 6 the teacher moves around the class reminding pupils of the necessary safety features and asks appropriate questions that extend the pupil's thinking further.
139. The headteacher who is the co-ordinator, continues to support positively the teaching of physical education, taking the football practice in any weather, with the help and assistance of parents. There is a comprehensive scheme of work but the policy document requires rewriting. Assessment sheets record the progress and attainment of pupils throughout the school and monitoring of pupils' progress is satisfactory. Resources are maintained well, stored tidily and used appropriately. The hall is too small and constrained for use when teaching indoor physical education lessons. A playground provides good areas for a number of games. The school also has two football pitches and a proposed trim trail.
140. The staff and parents involve themselves with extra curricular clubs and these provide an additional and significant contribution to the physical, social and moral well being of pupils.