

INSPECTION REPORT

ALL SAINTS CE (VA) PRIMARY SCHOOL

Dovercourt, Harwich

LEA area: Essex

Unique reference number: 115203

Headteacher: Mrs A Phillips

Reporting inspector: Mr D Manuel
21090

Dates of inspection: 25th - 28th February 2002

Inspection number: 211111

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Voluntary aided |
| Age range of pupils: | 4 to 11 |
| Gender of pupils: | Mixed |
| School address: | Main Road, Dovercourt, Harwich, Essex |
| Postcode: | CO12 4HT |
| Telephone number: | 01255 502389 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Reverend Stephen Hardie |
| Date of previous inspection: | 22 nd February 1999 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|---------------|----------------------|--|--|
| 21090 | Mr D Manuel | Registered inspector | Mathematics Physical education | What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 9577 | Mrs E Parrish | Lay inspector | | How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 27899 | Mrs G Beasley | Team inspector | Foundation Stage Information and communication technology Music | How good are the curricular and other opportunities offered to pupils? |
| 15023 | Mr A Haouas | Team inspector | English Art and design History Equal opportunities | Pupils' attitudes values and personal development |
| 20086 | Mr D Speakman | Team inspector | Science Design and technology Geography Special educational needs | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Primary School is a Church of England Voluntary Aided school for children aged between 4 and 11 years. The school is situated in the Dovercourt area of Harwich in Essex. The school serves the local area. The school has 178 pupils on roll, below the average size, including 25 children in the Foundation Stage, either part-time or full-time. There are 27 pupils on the register for special educational needs, below average, and one pupil has a statement of special educational need. There are no minority ethnic pupils and none speak English as an additional language. Attainment on entry is broadly average overall. The school demonstrates its commitment to providing an inclusive education by having created a comprehensive induction programme for children in the term before they start school and maintaining high levels of support thereafter. The 'Harwich and Clacton Area' has been designated as an Educational Action Zone, based on the lowest literacy and numeracy levels of adults in Essex.

HOW GOOD THE SCHOOL IS

All Saints is a good school which has improved significantly since the previous inspection. The headteacher provides excellent leadership and since her arrival two and a half years ago, changes to the quality of education and the quality of teaching have been very well managed. The improvements made in these areas have resulted in good achievement by all pupils and although there has been insufficient time for the impact of this to work its way through in every subject, standards have risen in a number of them. The school provides good value for money.

What the school does well

- The headteacher provides excellent leadership and has built a very strong team with a shared commitment to improve further.
- The school provides very good care and support for all pupils, which results in very good attitudes and behaviour.
- The quality of teaching is good and contributes significantly to pupils' good achievement.
- By the end of Year 6, standards are above average in mathematics, information and communication technology (ICT), design and technology, music and physical education.
- Provision for spiritual, moral and social education is very good and for cultural development is good, resulting in excellent relationships throughout the school.
- The reception class gives children a very good start to their schooling.

What could be improved

- The quality of the outdoor space for reception children is inadequate.
- Teachers' monitoring of progress in reading needs to improve to provide better opportunities to extend pupils' understanding and further develop their research skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in February 1999 and has made good improvement since then. The present headteacher took over in the following September and the overall leadership and management have improved from unsatisfactory to very good. The key issues arising from the previous inspection have been responded to systematically and successfully. The agreed priorities and targets having been managed very well. Standards in experimental work in science are now good and new ICT equipment has enabled pupils to acquire more advanced technological skills. The quality and consistency of teaching have improved with much more detailed planning, better use of assessment and higher expectations of what pupils should achieve. New systems have been introduced to enable governors to monitor and evaluate spending decisions. The quality of the school prospectus and the annual report to parents are now very good and include all necessary information. Pupils' academic reports to parents are more detailed and give better information and targets for improvement. Staff training and arrangements for appraisal are now in place, meet requirements and support whole-school and personal development very well.

In addition to these key issues, standards in most other aspects of the school's work have improved due to the initiatives and structures put in place. As a result of the new learning culture within the school, pupils' achievement is good and by the end of Year 6, standards have risen in mathematics, design and technology, ICT, music and physical education.

STANDARDS

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

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

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

In tests for pupils at the end of Year 6, results have fluctuated from year to year, due mainly to the relatively low numbers of pupils in each year group and the varying proportions of higher and lower attaining pupils within each. The differences between results from 1999 to 2001 reflect these variations. However, the improvement in performances overall has been greater than the national trend, particularly in tests at the end of Year 2. This indicates the good achievement of pupils as the improvements in teaching and provision have an increasing impact on standards. There has been insufficient time for this to show itself in test results at the end of Year 6 but the school's targets for pupils are challenging and reflect the higher expectations within the school.

Targets for the current Year 6 pupils indicate much higher proportions of pupils attaining average and above average results, with standards in English and mathematics expected to be above the national averages for last year. Inspection evidence indicates that pupils achieve well and by the end of Year 6, attain standards which are above average in mathematics, ICT, design and technology, music and physical education. Standards are at expected levels in English, science, art and design, geography and history. All pupils, including those identified as gifted and those with special educational needs achieve well in relation to their capabilities.

By the end of the Foundation Stage, most children are expected to achieve the early learning goals and even exceed them in personal, social and emotional development. The test results for pupils at the end of Year 2 also reflect the improvements in provision. Results in reading are below average but in mathematics and writing are above average. Improvements in performance over the past three years in reading are the same as the national trend and in writing and mathematics exceed the national trend. Inspection evidence indicates that by the end of Year 2, standards are above expected levels in writing and physical education and at expected levels in all other subjects.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils' attitudes to school and learning are very good and make positive contributions to the standards achieved. |
| Behaviour, in and out of classrooms | Pupils' behaviour is very good and reflects the school's very good procedures and consistent monitoring and implementation. |
| Personal development and relationships | Relationships throughout the school, between adults and children, are excellent. Pupils' personal development is very effectively promoted. |

| | |
|------------|--|
| Attendance | Attendance is good and above the national average. |
|------------|--|

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Very good | Good | Good |

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

The overall quality of teaching is good and shows improvement since the previous inspection. All teaching is satisfactory or better and ranges from excellent to satisfactory. English and mathematics are taught successfully throughout the school and the basic skills of literacy and numeracy are consolidated well across the whole curriculum. Particular strengths are the good planning and high expectations of teachers. In support of the school's commitment to provide the best for all pupils, teaching is well matched to the needs of pupils of all capabilities. Where the special needs teacher and learning support assistants give direct support, this is of good quality, and makes a positive contribution to pupils' learning, enabling them to achieve well. Gifted and talented pupils and higher attaining pupils are helped to achieve the higher levels of which they are capable. In some lessons which were judged as satisfactory, relative weaknesses included not sustaining the levels of challenge throughout the lesson and missing opportunities to extend pupils' learning beyond the set task. Very good teaching in the reception class contributes significantly to the good progress of the children and ensures a very good start to their schooling. In Years 1 and 2, infant classes, and Years 3 to 6, junior classes, pupils' learning has improved greatly over the past two and a half years, across much of the curriculum. This is due to the improved quality of teaching combined with improvements in relationships and pupils' attitudes.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The provision for the Foundation Stage is very good and motivates the children well. For other pupils, the curriculum has breadth and good balance including good provision for developing pupils' thinking skills. |
| Provision for pupils with special educational needs | The provision and support for these pupils is good and enables them to make good progress towards their set targets. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for pupils' personal development is very good. Provision for spiritual, moral and social development is very good and for cultural development is good. The high quality of provision is an improvement and contributes greatly to the excellent relationships between all. |
| How well the school cares for its pupils | In support of its inclusive approach, the school places a high priority on the care of all pupils, whatever their needs. The school works very closely with parents to support its commitment. Procedures for assessment are good and used well to monitor pupils' progress. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides excellent leadership and is very well supported by the deputy headteacher and other key staff. Together they have worked with a strong commitment to improve the school. |
| How well the governors fulfil their responsibilities | The governing body provides good support, fulfils all its responsibilities well and has a good understanding of the strengths of the school and agreed priorities for development. |
| The school's evaluation of its performance | The school has good strategies for evaluating its effectiveness and regularly sets new and realistic targets. |
| The strategic use of resources | The quantity and quality of resources are good and support learning in all areas of the curriculum. The levels of staffing are good. The accommodation is adequate with some classes a little cramped. Better outdoor space is needed for the reception class. The school applies the principles of best value well and provides 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">• Their children like school.• Behaviour in the school is good.• The teaching is good.• The school expects children to work hard and achieve their best.• The school is well led and managed.• The school is helping children to become mature and responsible. | <ul style="list-style-type: none">• A very small number of parents feel that they would like to be kept better informed about how their children are getting on. |

The inspection team strongly endorses all the positive views of parents. With regard to what parents would like to see improved, the team considers that having analysed the information provided for parents, the quality of provision is very good, including the quality of annual academic reports.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class with levels of attainment which overall are in line with those expected for this age. They make good progress in the Foundation Stage and by the time they enter statutory schooling in Year 1, at the end of the reception year, a majority are above the expectations of the early learning goals in personal, social and emotional development. Most are in line to meet the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical and creative development.
2. The school's results in the National Curriculum tests in 2001 for seven-year-olds in Year 2, are below the national average in reading but above the national average in mathematics and writing. When compared with similar schools, in terms of the percentage of pupils who take up the offer of a free school meal, standards are below average in reading and above average in mathematics and writing. In the national tests in 2001, for eleven-year-olds in Year 6, results in English were well below the national average, in mathematics were below average and in science were average. The same levels applied when results were compared to similar schools. In the past three years, results have fluctuated from year-to-year, due mainly to the relatively low numbers of pupils in each year group and the varying proportions of higher and lower attaining pupils within each. However, the improvement in performances has been better than the national trend, particularly in tests at the end of Year 2. This indicates the good achievement of pupils as the improvements in teaching and provision have an increasing impact on standards. There has been insufficient time for these improvements to have worked their way through the school, in the two and a half years that changes have been implemented, for them to have had a greater impact on the test results at the end of Year 6.
3. The standards now being achieved by pupils have led the school to set realistic but challenging targets for them in the 2002 national tests. Annual targets are set by the senior management team and the governing body who anticipate the percentages of pupils who are expected to reach average and above average levels by the end of Years 2 and 6. Targets for the year 2001, were realistic and although low, reflected the potential of that year's cohort. They were successfully met. Targets for the current Year 6 pupils show much higher proportions of pupils attaining average and above average results, with standards in English and mathematics expected to be above the national averages for last year and science at an average level.
4. This picture is broadly confirmed by the work seen during the inspection which indicates that pupils achieve well and by the end of Year 6, attain standards which are average in English and science and above average in mathematics. The school's continuing success in raising levels of achievement is confirmed by the inspection judgements and these reflect the school's particular success in creating a new positive learning environment for all pupils. This is particularly true for the 16 per cent of pupils with special educational needs, some of whom are in line to achieve the same standards as their peers by the ages of eleven. The school also identifies a small number of gifted and talented pupils who are challenged with higher levels of work to enable them to achieve their full potential, which is often well above average and this they do.
5. Inspection evidence shows that by the end of Year 2, standards in English, mathematics and science all match levels expected nationally. In the other subjects, all pupils maintain at least satisfactory, and often good levels of achievement. Standards are above expected levels in writing and physical education and at expected levels in all other subjects. By the end of Year 6, attainment in English and science matches national expectations and in mathematics is above expectations. Standards in mathematics and science have improved since the previous inspection. Standards are above expected levels in ICT, design and technology, music and physical education.

In art and design, geography and history standards are at expected levels. Standards in ICT have improved significantly since the previous inspection from below average levels and standards in design and technology and physical education have improved from average levels. This is good achievement by all groups of pupils over time, due to pupils' very positive attitudes as a result of good teaching with the emphasis on the direct teaching of specific skills in each subject. Teachers' confidence has improved and pupils are highly motivated to extend their skills and understanding. In most subjects good, enthusiastic teaching, combined with a good range of learning opportunities has developed the new learning culture in the school and has resulted in improvements in most subjects over the past two years.

6. Pupils with special educational needs receive good support and make good progress in relation to set targets and almost half attain expected levels in most subjects. Learning support assistants help these pupils in their independent and group activities and help them retain their focus during whole class sessions. Higher attaining pupils are challenged successfully by the extra demands placed on them and the higher expectations that teachers have of what they can achieve.
7. Pupils of all capabilities are given good opportunities to develop their literacy and numeracy skills in links with other subjects. This was seen to good effect in history and geography lessons. Good reinforcement of ICT skills was seen in supporting work in mathematics and in art and design.

Pupils' attitudes, values and personal development

8. Since the previous inspection, pupils' very positive attitudes to the school both in and outside the classroom continue to be a significant strength. Pupils are keen to come to school, show interest and are keen to participate in all activities on offer. Teachers know pupils well and have high expectations of them. Consequently they respond positively and even the youngest pupils show a great deal of maturity. This is exemplified well in the way pupils respond in assemblies, in their sense of responsibility and in the spontaneous way that older pupils look after the younger ones.
9. The majority of parents are very pleased with the behaviour in the school and the inspection team concurs with this judgement. Pupils' behaviour is very good. This reflects the high expectations of teachers and the good management of pupils' learning. Pupils are clear about the code of behaviour and through the school council, are fully involved in reviewing the current policy. Pupils are courteous, spontaneously enter into conversation with visitors and are eager to talk about their work. In the playground, pupils play well together and show care and concern for each other. They show due respect for school property and this is reflected in the absence of any graffiti. There have not been any exclusions since the previous inspection.
10. Relationships between individual pupils and between pupils and adults are excellent. These are consistently promoted and reinforced by the all adults who provide excellent role models. Pupils collaborate well, for instance, when they work in small groups. This was very evident in a literacy lesson in Year 2 where through the prompting of the teacher, pupils had to suggest ideas on why certain animals had a particular physical feature. The way this part of the lesson was carried out by pupils conferring in their groups, taking turns and sharing their ideas, is a clear example of pupils' enthusiasm and their increasing independence. Even at this age, the positive impact that the teachers' expectations are having on pupils' response is very evident. Boys and girls mix well at work and play and enjoy harmonious relationships throughout the school.
11. Pupils accept responsibilities readily and complete any tasks they are given conscientiously. They take pride in this, and can be relied upon by the adults in the school. This is illustrated well by the way pupils on the school council contribute to the development of the behaviour policy and the content of assemblies. All pupils are eager to carry out duties from the youngest, who take registers back to the office, to the oldest who escort younger ones out of assemblies and act as carers in the playground. Pupils with special educational needs have positive attitudes towards their work. They are keen and enthusiastic and want to do well. They are fully included in all

activities and this is an improvement since the previous inspection. Pupils and parents report that they are happier receiving support whilst being included in class activities, than when being withdrawn for small group work.

12. Attendance levels are good. Unauthorised absence is low and overall attendance is better than that achieved in similar schools. Parents co-operate with the school's drive to maintain good levels of attendance and punctuality. Pupils are keen to come to school and lessons start promptly. This good attendance and punctuality make an important contribution to the standards which pupils achieve.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching is good. In lessons observed, teaching was always satisfactory or better, ranging from excellent to satisfactory. In one lesson, teaching was excellent, in almost a third of lessons teaching was very good and in almost half the lessons teaching was good. The rest of teaching was satisfactory. Standards in teaching have improved since the previous inspection when they were judged to be satisfactory overall. There is now more teaching that is good or better. The previous weaknesses of unsatisfactory planning of different work to match the range of pupils' needs, unclear learning intentions, inadequate use of assessment information, lack of reference to the national curriculum programmes of study and low expectations have all been greatly improved.
14. The teaching of children in the Foundation Stage is very good. This enables all children in the reception class to make good progress in their learning. There is detailed planning which covers all areas of learning and identifies closely the learning activities for every day in every area within the class. Activities are carefully timed so that the pace of the day is maintained. The teacher and support assistant know the children well, provide good role models and create excellent relationships. Expectations are high and activities are well matched to the capabilities of each child. Adults intervene at opportune moments by posing questions and probing understanding as observed when children were looking at different species of flowers. This allowed children to develop skills relevant to them personally. These strategies result in children making good progress in all areas of learning. There is good use of day-to-day assessment of individual children's responses and to identify exactly what the children need to learn next. Equipment is particularly well organised so that the children are able to choose from a very wide range of resources to support their learning. The sessions are very well organised and provide children with a very good range of suitable activities, which are securely based in structured play.
15. Teaching is good overall throughout the school. The good quality of teaching is contributing significantly to the good achievement of pupils and the rise in standards over the past three years. The characteristics of the good and better teaching include detailed planning to meet the full range of pupils' needs with high expectations and very good management of pupils' behaviour. These factors create a calm, purposeful working atmosphere in classrooms, particularly in the literacy and numeracy sessions. Teachers are alert to pupils who need additional help and plan good support for them. The relationships between teachers and other adults in the classroom are excellent and a strength of the school. These have a positive impact on pupils' attitudes to learning, making them keen to get started on their work. Teachers question and prompt pupils skilfully, ensuring that pupils of all capabilities are fully involved in whole class discussions by phrasing questions in different ways. These particular strategies were used well in a Year 2 literacy lesson when discussing the different characteristics of animals. Thus average and higher attaining pupils are challenged to think hard and explain their reasoning and lower attaining pupils gain confidence from being able to contribute successfully at their own levels. In the best lessons, very good pace is maintained throughout and very good subject knowledge and use of subject specific vocabulary extends pupils' learning significantly. In most lessons, resources are used very well to support the activities. This was very evident, for example, in investigative work in science.

In some lessons which were judged as satisfactory, relative weaknesses included not sustaining the levels of challenge throughout the lesson and missing opportunities to extend pupils' learning beyond the set task.

16. Teachers' subject knowledge is used well in the planning of lessons and good links are made between subjects. Individual lesson plans provide clear objectives for the specific learning to be achieved by different groups of pupils in a lesson. This is a particular strength in mathematics. In all lessons, teachers discuss these learning intentions with pupils and constantly remind pupils of them as the lesson progresses. This enables pupils to gain a good understanding of the extent of their own learning and how it relates to their specific learning targets. This was demonstrated well in dance lessons in Year 2 and Year 3.
17. The teaching of basic literacy skills is good. Teachers are implementing the National Literacy Strategy successfully by providing a good range of activities that are matched well to groups of pupils with different needs. Teachers provide good opportunities in subjects other than English, to develop pupils' speaking, reading and writing skills. This is particularly evident in ICT, where pupils' work contributes to their progress in the basic skills of English. Sessions known as 'Circle Time', when pupils hold discussions about issues that relate particularly to their personal development, are successfully used by teachers as opportunities for the development of speaking and listening skills. The National Numeracy Strategy is implemented very well. Number work is strongly promoted and mental calculation is a feature of all mathematics lessons. The needs of all pupils are catered for very well from those who are gifted to those with particular learning difficulties. Good links are also made with other subjects such as science, geography, and ICT, when pupils are involved in calculating, measuring and presenting information in graphical form. Pupils are sensitively encouraged to work independently and in pairs, sharing ideas.
18. Teachers make good use of the good number of classroom support assistants to provide additional instruction and guidance for pupils. Support staff are briefed well and, where they have a specific responsibility for helping an individual pupil, the quality of their guidance is good. These pupils are fully integrated into the activities and supported well in their involvement in asking and answering questions. Pupils' learning is also helped significantly by teachers' very good understanding of how skills in one subject can be consolidated by experiences in another subject.
19. Pupils with special educational needs make good progress towards the targets in their individual education plans. The co-ordinator for special educational needs manages her responsibilities well and provides good support for teachers and support assistants to extend the learning of these pupils. This is an improvement since the previous inspection when the management of special needs was judged to be only satisfactory. There are good systems for support staff to evaluate pupils' progress in lessons, to identify achievement and aspects that need consolidating. Teachers make good provision for ensuring that the targets for all pupils are met. They have a very good awareness of the spiritual, moral, social and cultural needs that the pupils have. Very good provision supports the inclusive approach of the school and results in excellent relationships throughout the school and very good attitudes and behaviour. Homework is set regularly and all pupils have regular practice at the basic skills of literacy and numeracy and this successfully consolidates their learning in lessons. This is an improvement since the previous inspection when the setting of homework was judged to be unsatisfactory.

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

20. The quality of the curriculum for children in the Foundation Stage is very good. Planning identifies what children should learn next and is based securely on the careful assessments of what the children have learned so far and what they need to learn next in each area of learning. Suitable play activities make sure that the children are interested in their learning and are keen to take part in all activities on offer. They have good opportunities to choose their own activity and this helps

them to develop an understanding of their own learning needs. Due to the confidence with which they approach adults, they ask questions naturally and this helps them to develop their thinking skills, a particular emphasis placed on curriculum development by the school.

21. The previous inspection identified a weakness in the balance within the curriculum. It noted that there was not enough emphasis given to scientific enquiry skills and too little opportunity for pupils in the junior classes to use computers to support their learning. Since then the school has developed this aspect of science well and made very good improvements to the quality of provision for ICT. The curriculum is now good overall. It is broad and balanced and includes all aspects of the National Curriculum. It is enriched by a number of visits out, and visitors to, the school. These add interest to the curriculum and generate pupils' interest and keenness to learn.

22. The whole school curriculum plan identifies closely the many links between subjects and this is a particular strength in the organisation of learning. For example, pupils in Year 6 talked excitedly about the slippers they made in design and technology, insisting on showing their project book, which contained the full research, design and make process. They used computers to search the Internet for inspiration and used the ideas they collected to produce a very close likeness in design to the pictures selected. The obvious success of this activity is reflected in the quality of the finished slippers which are varied in design, character and range of materials used.
23. The provision for pupils' with special educational needs is good. Clear, crisp targets indicate that they have a good understanding of what specific skills and knowledge pupils need to learn next. Pupils' individual education plans address requirements in literacy, numeracy, behavioural and social aspects. Pupils take part in the full curriculum due to the clear identification of what should be learnt. Careful assessments of their needs takes place and teachers make sure that resources are made available to allow pupils to take part in all activities. This extends to lines painted on the playground for pupils with spatial awareness difficulties to find their way around outside. This helps them to gain in independence and gives them some breathing space to play in small groups when they wish. The school caters effectively for pupils of different capabilities and provides well for the needs of gifted and talented pupils through well-planned activities that challenge pupils at different levels. The school's introduction of teaching thinking skills, enhances pupils' access to the curriculum.
24. The school's provision for literacy is good. Over recent years the school has placed special emphasis on pupils' speaking and listening skills and this is reflected in their willingness to approach adults even at an early stage in their schooling. Pupils therefore speak confidently and listen attentively to each other's ideas and contributions in lessons. Pupils are encouraged to think carefully before committing themselves to speak and this means that their contributions are thoughtful and relevant to the topic being discussed. However, there is a weakness in the provision of different reading experiences, particularly in pupils' understanding of literature in the widest context. Insufficient opportunities are provided to develop pupils' reading skills in research. The school's provision for numeracy is very good. The National Numeracy Strategy has been implemented very well and this has had a significant impact on the provision for pupils and their resulting achievement. Teachers have focused effectively on better planning to meet the needs of all pupils and on the development of mental strategies.
25. Provision for extra curricular activities is very good. Pupils are proud to talk about the many activities in which they take part and gain obvious pleasure from them. The range is very good and provides for a variety of interests including pupils with a particular talent and those with special educational needs. Some clubs are open to pupils in Years 1 and 2 which is not the case in many schools. Band practice is an enjoyable occasion and provides pupils, who are learning to play an instrument, with a very good opportunity to play together as a group. This adds to their social, as well as their musical development, knowledge and understanding. Girls and boys take part in activities together and have opportunities to learn to play clarinets, cornets, flutes, keyboards, a saxophone and drums. The football team has been particularly successful recently and this is due to the pupils' own skills and the enthusiastic support given by parent volunteers, people from a local community group and school staff. These activities contribute to the good personal and social development of pupils.
26. The provision for personal, social and health education is good. The school is working closely with local schools to develop a suitable scheme of work relevant to pupils of all ages. Links to literacy are strong due to the use of relevant stories to develop the pupils' understanding of the importance of caring for themselves and for others. Pupils learn about personal hygiene, growing up and an awareness of drugs and alcohol at suitable times in their lives. The activities are relevant and interesting and linked to other subjects of the curriculum when suitable. There is a good sex education policy. The school is currently writing a development plan to achieve the Healthy School's Award. Good emphasis is placed on this aspect of the curriculum.

27. The school has good links with the community which make positive contributions to pupils' learning and the life of the school. The school takes part regularly in local events such as the 'mayor making ceremony' and the annual carol concert. There are very good links with All Saints Church and the vicar and the curate come to school regularly to lead assemblies and the twice termly Eucharist to which parents are also invited. The headteacher contributes articles about school life to the monthly parish magazine. There are close links with the local emergency services who visit regularly to give talks to pupils. One such talk from two police officers and a local councillor on the town's project on vandalism, observed during the inspection, was very well received by the pupils. There are good links with the library and with the local home for the elderly, who regularly help pupils with their gardening club. The school recently won first prize in the local Rotary Club's environmental waste project and sent eight pupils to talk to its members about their involvement. There are good links with partner institutions. Links with Harwich Secondary School are particularly effective and have enabled staff to establish good curricular links and to share summer schools, book weeks and a mathematics week. All pupils moving on from All Saints benefit from an assessment programme '*Moving up and moving on*' which tracks their progress from primary school to the end of their first year at secondary school. There are close links with at least one nursery group which works to the benefit of the children.
28. The quality of provision the school makes for spiritual development is very good and has improved since the previous inspection when it was satisfactory. The major contributions to this are made through links with the church, assemblies, personal, social and health education and through the daily life of the school. Assemblies are effectively planned to heighten pupils' awareness of the spiritual dimension through music, praying and singing. Powerful themes like peace are explored when the meaning of hymns are discussed or the lessons to be learnt from the life of religious saints such as Saint Benedict. Spiritual development is enhanced through a range of other activities such as '*thought of the week*', visitors to the school and the celebration of art work. The high quality provision develops a climate in which pupils can explore values and beliefs and respect each other.
29. Very good provision is made for pupils' moral development and they are given a very good understanding of right and wrong. The school's ethos and expectations create a good context for pupils to develop a point of reference for moral values. These are well reflected in the school's behaviour code, which spells out pupils' rights and responsibilities. Pupils respond positively to the code and are directly involved in developing the behaviour policy through the school council. Personal, social and health education topics enable pupils to reflect on and discuss different expectations in cultures other than their own. Pupils are encouraged to take responsibility for their actions, respect property and care for the environment.
30. Provision for social development is very good. The school provides good opportunities for pupils to work, play and pursue social activities. This is reflected in the way older pupils, some of whom have been trained for this purpose, take good care of younger pupils, for instance to help with play activities at lunchtime. Pupils are given responsibilities in a wide range of contexts from serving pupils at snack time in the reception and helping in the library, to projects dealing with improving the environment or the '*Rhyme against Crime*' poetry competition linked to work with the police. Pupils respond readily and enthusiastically when given these responsibilities and appreciate the awards they receive for their contributions. The very good provision fosters a sense of community and encourages respect for social differences and similarities.
31. Provision for cultural development is good. Pupils are given a variety of opportunities to develop an appreciation of their own and others' cultural traditions in a number of curriculum areas and through visits. Pupils study the historical heritage of the Mayflower in Harwich linked to the Pilgrim Fathers. They also benefit from the rich historical information of the local Guild and its artefacts and the tradition of the mayor-making ceremony. Pupils' own cultural heritage is further enhanced when they study the Tudors, the Victorians and aspects of the Second World War.

Visitors are used effectively for example, in music where a community musician explores with pupils, the use of instruments from other cultures. In spite of the school's relative isolation, a good range of opportunities are used to develop pupils' insights into other cultures through the choice of topics such as Africa in geography and literacy, the exploration of different festivals in assemblies and the link with a Kenyan school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The overall standard of care provided by the school is very good and this compares well with the previous inspection. The school's procedures for child protection and for ensuring pupils' welfare are very good and are strengths of the school. The quality of care for children in the Foundation Stage is equally good and enables them to make a very secure start in school.
33. All staff make positive contributions to the warm and caring ethos of the school. They pay close attention to protecting pupils from harm and to promoting their health, safety and general well-being. Teachers know the pupils very well and respond readily to their needs. Pupils' confidence in the security and support that the school provides helps them to concentrate on their learning. Child protection procedures are fully in place and staff handle issues in a very sensitive manner. Governors and staff give a high priority to health and safety and there are regular inspections of the school site. The issues relating to health and safety noted in the previous inspection report have been fully addressed by the school. There are good arrangements for first aid, and fire drills are held regularly. Pupils are very well supervised in the playground and have benefited greatly from recent initiatives to improve play facilities. A particular feature of the school is the way in which older pupils play with children in the Foundation Stage.
34. The school provides very good care and support for pupils with special needs and there is good liaison with outside support agencies. Learning support assistants are patient and encouraging and make a good contribution to pupils' learning. There are clear procedures for the early identification of pupils who need extra help, and the school is well prepared to meet the recommendations of the new Code of Practice.
35. There are very good procedures to promote very good behaviour and the school functions as a happy and well-ordered community. A good behaviour policy, which contains pupils' views from the school council, is applied consistently throughout the school. Of the parents who replied to the questionnaire, 94 per cent feel that behaviour is good. There were no signs of bullying during the inspection and pupils are clear that they must report any incidents of harassment to an adult. Pupils are confident that they will be taken seriously. There are very effective measures to promote good attendance and it is made clear to parents that they must inform the school if their child is absent. The vast majority of parents are very co-operative and there are very good systems in place to follow up any unexplained absence.
36. The school has given a great deal of thought to procedures for promoting pupils' personal development. A school council has recently been formed and this enables pupils to share responsibility for the whole school community. Teachers know the pupils very well and have a good understanding of their strengths and weaknesses. Each pupil has individual personal targets, which can focus on aspects of behaviour as well as on attainment in literacy, numeracy and science. Even the youngest children in the Foundation Stage have targets discussed with them. Teachers monitor pupils' targets for success and include them in annual reports to parents. The school takes very good care to acknowledge pupils' achievements, particularly when they have tried hard. There is a good system of 'headteacher certificates' and 'congratulation points' which are greatly prized and which encourage pupils to work hard and do their best.
37. Assessment procedures in the Foundation Stage are thorough, and they are constantly reviewed. The teachers and support staff use information from their regular observations and formal assessments effectively to guide their curriculum planning. They use this and the baseline information to plan activities that will meet the needs of the children. In addition to this information, the reception class teacher carries out rigorous monitoring of children's progress. Assessment activities are clearly identified on planning sheets and the results of these and other monitoring activities are used to plan future lessons and re-group children so that they are involved in activities with children having similar needs. Individual targets are set and are regularly reviewed.

38. From the time that pupils enter Year 1, the range of assessment procedures is extended to include the use of commercial tests and optional national tests. This helps the school to track the progress of individual pupils and analyse any areas of weakness. Assessment arrangements are good and are now fully embedded in practice in the core subjects. These are used very well, for instance, to boost pupils' phonic skills, however, the monitoring of the wider aspects of reading are not good enough, particularly in pupils' understanding of literature. There are insufficient opportunities provided for pupils to develop their reading skills in research.
39. In other subjects they are effective and data from these makes a valuable contribution to pupils' profiles. As well as formal assessments there are informal arrangements, such as on-going teaching assessments for assessing pupils' progress productively. These include portfolios of pupils' work. Information gathered is also used to prepare group and personal targets for pupils. This ensures all pupils are provided with work at an appropriate level and have the opportunity to make good progress. Learning support assistants play a key role in evaluating pupils' learning, sharing their observations and playing a full part in the targeted assessment activities. The school uses its analysis of information effectively to ensure that provision for pupils of different abilities is matched to their needs.
40. The school has very good procedures for assessing the learning needs of pupils with special educational needs. The school uses the advice from external agencies well to help set targets and plan teaching methods for pupils who may have specialised requirements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school shows a very good commitment to building a close and effective partnership with parents. This makes a very good contribution to the life of the school and to the progress pupils make. The very successful links with parents that were reported in the previous inspection report have been maintained.
42. In the questionnaires and at the pre-inspection meeting, parents registered very strong support for the school. This was further supported by several parents interviewed during the inspection. Of the parents who replied to the questionnaire, 94 per cent believe that teaching is good and 98 per cent feel the school expects their children to work hard and achieve their best. Ninety-five per cent feel the school is well led and managed and 92 per cent would feel comfortable approaching the school with questions or a problem. Inspection evidence strongly supports parents' high levels of satisfaction with the school.
43. The school thinks very carefully about the way it communicates with parents to ensure that information provided is always clear and accessible. The prospectus and a helpful induction programme give very good information about school routines and encourage parents to share any concerns they may have with the class or headteacher. Parents of children with special educational needs are kept well informed of their progress and are encouraged to attend reviews of their individual education plans. There is a very good system of monthly newsletters, which keep parents up to date with current topics and with school activities. Parents are kept very well informed about their children's progress with regular consultation meetings and an excellent annual report which spells out very clearly pupils' strengths and weaknesses, together with clear indications of the levels pupils are working towards. Teachers encourage parents to support their children's individual targets by holding meetings to explain how different subjects of the curriculum are taught. The school values parents' views and actively seeks their opinions on school matters.
44. Parents are genuinely welcomed into school and several make a regular commitment to assist in class, to hear readers and to accompany pupils on outside trips. The school greatly values parents' and volunteers' continued help and support. All staff are considered helpful and approachable. All parents receive copies of the home/school partnership agreement and the great majority co-

operate readily, for example by supporting their children's targets at home and by reporting absences promptly. Parents demonstrate their interest in the school by attending open evenings, supporting school activities, and responding to questionnaires.

45. There is an active Friends' Association which contributes generously to school funds and which helps to strengthen the good relationships between parents and staff. Pupils have benefited from the funds raised on their behalf and by the quality of relationships forged between home and the school. Parents of pupils with special educational needs are appropriately involved in the review of the individual education plans for their children, and in some cases have a role in the strategies outlined in the plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the school, provided by the headteacher, senior staff and governors are very good. The headteacher provides excellent leadership and a very clear educational direction for the work of the school, setting and achieving clear priorities and targets. This is a big improvement since the previous inspection when leadership and management were judged unsatisfactory. Upon her appointment, the headteacher carefully analysed the needs and priorities of the school. She identified the need for a broader and more interesting curriculum, greater consistency in teaching and the need for assessment procedures to track and monitor pupils' progress more closely. These changes have been managed very well. Together with the deputy headteacher, she has created a new teaching and learning culture within the school. This has resulted in a very strong team and a shared commitment to improve the quality of education provided for all pupils in the school.
47. Very good monitoring procedures of teaching and learning have enabled the headteacher and the deputy to share the best practice for the benefit of all. The senior management team is now effective and committed to the continuous improvement of the school. The co-ordinators for English and mathematics manage their areas of responsibility very effectively and make significant contributions to good curriculum planning. The effectiveness of the introduction of the literacy strategy has been good and the numeracy strategy very good. Other subject co-ordinators are at different stages of development in accordance with the priorities contained in the school development plan. The management of special educational needs is good and the resources allocated for these pupils are used efficiently. Arrangements for complying with the new Code of Practice are good.
48. The governing body is effective, monitors and evaluates spending decisions well and has a good understanding of its strategic role. This is an improvement since the previous inspection when these areas were judged to be weaknesses. The school improvement plan has an important strategic place in identifying a range of short- medium- and long-term priorities and targets very clearly, focusing on improving the quality of teaching and learning. These priorities are reviewed regularly by the governors in order to monitor the school's performance and set new targets as deemed relevant. Individual governors play a full and active part in the life of the school. The governors fulfil all their statutory responsibilities and help to foster good links in the community.
49. The school's aims and values are very relevant and well communicated to staff and parents, reflecting the strong team commitment among staff and governors. The school promotes excellent relationships and these are greatly valued by parents. Provision for children under five is managed very effectively and positively influences their learning. There are good procedures for admitting children and they settle quickly into class routines. The school places great importance on equal opportunities for all pupils in its aims and inclusive ethos. The school's involvement in the local Education Action Zone initiative is harnessed to support and enhance access, for instance, through ICT classes for parents in order to develop their capacity to support their children.

50. The school has a good number of qualified and experienced teachers to meet the needs of all pupils and cover the full requirements of the National Curriculum. They work well as a committed team and this enhances the school's open and caring ethos very well. Monitoring is closely linked to the school's own appraisal procedures, which meet statutory requirements for Performance Management. Staff have considerable individual strengths in subject knowledge and these are successfully shared to contribute to whole-school development in the curriculum and teaching. Teachers and pupils are well supported by a good number of well-trained and effective learning support assistants. They make valuable contributions to the work of the school and in particular to the good progress made by pupils with special educational needs. Support staff have received some computer training and support small groups of pupils well when working on computers in the suite during lessons. This is another significant improvement since the previous inspection. Support staff and lunchtime staff organise a wide range of play activities at playtimes and this adds to pupils' enjoyment tremendously as well as their social interaction. This reflects very good improvement since the previous inspection. The very efficient administrative staff, caretaker and cleaners are valued team members and contribute significantly to the smooth running of the school.
51. Arrangements for training are good and the headteacher holds regular professional development interviews with all staff. These interviews and the resulting support, have been successful in helping them to improve their performances. Induction procedures are very good and new members of staff, including newly qualified teachers, feel well supported when they join the school, enabling them to settle quickly and successfully into their new roles. This is a significant improvement since the previous inspection when arrangements for induction were judged to be unsatisfactory.
52. Accommodation is satisfactory overall and allows all the subjects of the National Curriculum to be taught effectively. The school provides a stimulating learning environment with attractive displays throughout the school and in some classrooms. It is very well maintained and very clean. The newly created ICT suite means the teaching of ICT skills can now be undertaken in an effective learning environment. Although most classrooms are adequate in size, carpet areas are rather cramped. The hall is used as an extra classroom when more space is required. The school makes good use of additional space outside classrooms to support learning. There are good separate outdoor break-time areas for infant and junior pupils and a large playing field. However, there is a limited secure, fenced area for Foundation Stage children to support their outdoor learning and this reduces the quality of provision for their outdoor activities.
53. The quantity, quality and range of learning resources are good and effectively support all areas of the curriculum. They are used well, particularly in English, mathematics, science, ICT and music. They are used well throughout the school to enhance the quality of education provided. The new computer suite is well equipped with an increased number of computers enabling all pupils to work individually or in pairs to improve their skills. All classes have at least one computer; this provides pupils with regular opportunities to reinforce their technological skills and, as a result, standards are rising. Resources for children in the Foundation Stage are also good, including the equipment for outdoor play and physical development. Resources in geography are effectively supplemented by the local topic loan service. Resources are well organised and easily accessible.
54. The overall efficiency of the school is good. The school has improved the standards of financial planning reported at the time of the previous inspection. The headteacher and governors have developed suitably structured and systematic procedures that very effectively support the school's educational priorities. This is a process that involves all members of staff in an annual review of the work of the school in order to identify and agree future priorities. A good example of the school responding to the analysis of its current position is the appointment of extra classroom support assistants and the improvements in standards. Good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum. Specific funding, such as that from the Education Action Zone initiative and standards fund, together with national

funding for ICT, has been used efficiently and resources acquired by these schemes are used effectively to support teaching and learning.

55. The school successfully applies the principles of best value for money and is good at consulting and involving all those concerned in decision-making about spending. Full consideration is given to alternative providers for services and resources in order to acquire cost effectiveness, and as a result money is spent carefully. The school's day-to-day financial controls and procedures are good, enabling the headteacher and governors to closely monitor and evaluate spending decisions, such as the recent increase in support staff to raise standards of attainment. There has been no financial audit since before the previous inspection when the school responded to the recommendations made.
56. Taking into account the average levels of attainment on entry, the recent rise in standards attained, the good teaching and learning which take place, the very good leadership and management, the good quality of education provided and the average unit costs, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In support of its current priorities for improvement, the governors, headteacher and staff should:
- (1) Provide better outdoor space for reception children to participate in planned outdoor activities, an important part of their provision; (paragraphs 52 & 60)
 - (2) Improve pupils' reading skills by:
 - (a) improving the monitoring of reading progress,
 - (b) developing pupils' understanding of a wider context of literature,
 - (c) extending opportunities to develop pupils' skills in research activities.
(paragraphs 24, 35 & 73)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 42 |
| Number of discussions with staff, governors, other adults and pupils | 29 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 12 | 20 | 9 | 0 | 0 | 0 |
| Percentage | 2 | 29 | 48 | 21 | 0 | 0 | 0 |

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

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) | 178 |
| Number of full-time pupils known to be eligible for free school meals | 11 |

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 | 27 |

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 | 1 |
| Pupils who left the school other than at the usual time of leaving | 3 |

Attendance

Authorised absence

| | % |
|---------------------------|------|
| School data | 96.4 |
| National comparative data | 93.9 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| 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 | 13 | 13 | 26 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 11 | 13 |
| | Girls | 9 | 12 | 13 |
| | Total | 18 | 23 | 26 |
| Percentage of pupils at NC level 2 or above | School | 69 (88) | 88 (96) | 100 (96) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 13 | 11 |
| | Girls | 11 | 13 | 12 |
| | Total | 21 | 26 | 23 |
| Percentage of pupils at NC level 2 or above | School | 81 (83) | 100 (96) | 88 (92) |
| | 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 | 12 | 8 | 20 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 6 | 7 | 11 |
| | Girls | 7 | 5 | 7 |
| | Total | 13 | 12 | 18 |
| Percentage of pupils at NC level 4 or above | School | 65 (82) | 60 (64) | 90 (82) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 6 | 7 | 10 |
| | Girls | 6 | 5 | 6 |
| | Total | 12 | 12 | 16 |
| Percentage of pupils at NC level 4 or above | School | 60 (55) | 60 (68) | 80 (77) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

(Caution should be used when interpreting these results due to the small size of each cohort. The Year 6 cohort had a higher than average proportion of lower attaining pupils and attained results close to the targets set for them. The current Year 6 have much higher targets set for them.)

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 | 0 |
| 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) | 7.9 |
| Number of pupils per qualified teacher | 21.9 |
| Average class size | 28.8 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 154 |

Financial information

| | |
|--|---------|
| Financial year | 2000/1 |
| | £ |
| Total income | 390,315 |
| Total expenditure | 371,739 |
| Expenditure per pupil | 2,149 |
| Balance brought forward from previous year | 1,754 |
| Balance carried forward to next year | 20,330 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 1.4 |
| Number of teachers appointed to the school during the last two years | 1.2 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 178 |
| Number of questionnaires returned | 94 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 57 | 38 | 2 | 2 | 0 |
| My child is making good progress in school. | 58 | 32 | 4 | 3 | 2 |
| Behaviour in the school is good. | 46 | 48 | 5 | 0 | 1 |
| My child gets the right amount of work to do at home. | 48 | 44 | 9 | 6 | 0 |
| The teaching is good. | 59 | 35 | 3 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 36 | 48 | 16 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 61 | 31 | 7 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 70 | 28 | 1 | 1 | 0 |
| The school works closely with parents. | 38 | 50 | 9 | 0 | 3 |
| The school is well led and managed. | 48 | 47 | 2 | 0 | 3 |
| The school is helping my child become mature and responsible. | 44 | 51 | 4 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 34 | 51 | 9 | 2 | 3 |

(Totals on each row may not add up to one hundred due to rounding up or down in each section)

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

58. The provision for children in the reception class is very good. This is good improvement since the previous inspection. The children start school in the September before their fifth birthday. At the time of the inspection, 14 children attended full time and 11 for the mornings only. Children start school with broadly average attainment overall. The very good teaching and the very rich and appropriate curriculum ensure that the children make good progress during the reception class and by the end of the year, the great majority of children attain the early learning goals in all six areas of learning. Many children exceed these in personal, social and emotional development and are attaining standards higher than expected levels.
59. The quality of teaching is very good. The classroom is welcoming with attractive displays which celebrate the children's work and shows them how much their work is valued. Equipment is particularly well organised so that children are able to choose from a very wide range of resources to support their learning. Adults intervene at opportune moments by posing questions and probing understanding and this allows children to develop skills relevant for them personally. This results in them making good progress in most areas of learning. The sessions are very well organised and provide children with a very good range of suitable activities, which are securely based in structured play. Most activities are very well supported by an adult so that children get the individual attention they require. All adults working in the reception class know the children extremely well and use this knowledge to plan and deliver lessons, which are matched very well to the children's individual learning needs.
60. The quality of the curriculum is very good. There is detailed planning which covers all areas of learning and identifies closely the learning activities for every day in every area of learning within the class. Activities are carefully timed so that the pace of the day is maintained. Assessment procedures are very good and identify exactly what the children need to learn next. Adults work very well together to make sure that skills are built upon effectively. Parents give very good support in the classroom, regularly giving quality time to children by hearing them read, helping with spellings and sharing books. Induction procedures are very good. Parents have very good opportunities to get to know staff before their children start school through visits to the classroom and home visits if necessary. Children who have special educational needs are visited at their playgroup so that the adults learn about their particular needs and each child gets to meet the adults in a familiar setting. The good quality booklets given to parents provide very useful information about routines, procedures and the curriculum. Advice on how parents can help their children at home is particularly welcomed. The outdoor area is used in limited ways for small groups of children to develop their social skills and physical development. However, it is too small for the children to access independently and its use in other areas of learning is limited. The detailed plans drawn up by the school to create a larger secure outdoor area are ready to be implemented. Planning to use this to develop the children's skills in all areas of learning is in hand.

Personal, social and emotional development

61. Very good opportunities are planned for the children to develop their personal, social and emotional development and the children make very good progress. The way adults use positive encouragement is reflected in the high self esteem and confidence that the children develop quickly. All the children's answers and comments are received positively and welcomed by all adults working in the classroom. When one child gave a wrong answer to one particular question, the teacher expressed how pleased she was that this had happened as she could now explain it to all the other children who possibly didn't quite understand either. Consequently all children are willing to attempt new activities and this gives them very good opportunity to find out what they can and cannot do.

62. The children develop good self-help skills and independence. They look after their own things and most have earned their badges to show that they can dress themselves with little help. Snack time is particularly well organised. This very social occasion is used effectively to build relationships, learn the protocols of thanking others who offer help, or give support and to instil the social niceties of good manners. Quiet music plays in the background to create a serene atmosphere and children talk quietly to each other as they are served by their peers with drinks and snacks. The way that they all wait for everyone to be served before they begin to eat is very good behaviour. Most children exceed the early learning goals by the end of the reception year.

Communication, language and literacy

63. Children enter school with average communication, language and literacy skills and due to the very good teaching in speaking, listening, early reading and writing skills, the most attain the early learning goals in this area of learning by the end of the reception year. A significant minority of children exceed these. Due to their very high self-confidence, the children respond to the content spontaneously when they listen to stories. They ask and answer questions about their work indicating the good thinking processes going on during their learning. Adults use the correct vocabulary when explaining or describing particular activities and tasks so the children are developing good levels of language.
64. Early reading skills are good. The children know the first and last sounds in words and identify these when reading independently. They notice and comment upon rhymes and this is reinforced through well-selected texts during literacy lessons. *'Pass the Jam Jim'* was enjoyed by all the children who tried very hard to identify the rhyme before it was reached in the story. One higher attaining child insisted on reading this independently afterwards and did so with good expression, responding to the humour and passing comments about the content. The children make particularly good progress with their writing. This is due to the interesting content, which motivates the children to write, and the good quality marking which remarks on the amount of support the children are given and sets suitable targets for the children's next piece of work. Over half the children write independently and read back what they have written to their teacher. They make good attempts at spelling the words they do not know using their knowledge and understanding of letter sounds and names to help them. They all write their first names unaided, forming most letters correctly. This reflects the well-structured teaching in this aspect of learning. Teaching is very good and promotes good levels of achievement.

Mathematical development

65. Children make good progress in their mathematical development and due to the particular emphasis placed on counting rhymes and games, the children make very good progress in counting and number recognition activities. Good planning and teaching provide a good range of interesting activities to support the full range of children's development. By the end of the reception year, the majority of children attain the early learning goals in their mathematical development. The children work in groups according to their capabilities and this enables the higher attaining children to work at higher levels. Each group has a clearly focused learning objective, which guides adults' questioning. Consequently the higher attaining group of children recognise which number comes next in a sequence up to 100, begin to predict the next numbers and notice patterns and relationships. Lower attaining pupils work together well, adding two groups of numbers by counting. They enjoy the practical activities and these help to sustain their interest and focus. The middle attaining group begin to transfer their skills by working out the total by using their fingers to count on. They are not yet able to transfer this knowledge to counting on using a number line. The practical activities help the children to remember what they have learned. The robots that the children made at home have helped them to gain a good understanding of two and three-dimensional shapes. They name the shape of the boxes they used for the different parts of their robots and the two-dimensional shapes used to represent eyes, mouths and teeth. This knowledge

is reinforced further through suitable printing and sorting activities.

Knowledge and understanding of the world

66. The curriculum provided to develop the children's knowledge and understanding of the world is good and, coupled with good teaching, helps them make good progress in this area of learning. The majority of children attain the early learning goals by the end of the reception year. The children develop good computer skills. They enjoy dressing the teddy and selecting the correct number to match the group of objects in a set on the computer screen. These tasks help them to develop good mouse control skills. They write simple sentences, locating the letter keys on the keyboard quickly. When choosing their own activity, the children operate the tape recorder independently when they want to listen to a taped story. The children enjoy working with the wide range of construction kits to make model toys and vehicles. Early investigation and exploration skills are taught well through a good range of activities, which allow the children to develop satisfactory observation skills. As a result of the teacher's close questioning, when looking closely at different species of flowers, the children identified correctly the petals, stem, leaves and roots. Due to the teacher's expert guidance, higher attaining children remarked on the veins and how the stem is also called a stalk. Further discussions during the children's subsequent painting activity allowed their vocabulary to be extended further with some discussions developing around the function of the different parts of the flowers. This activity motivated the children afterwards, to work independently using magnifying lenses to look closely at a range of plants and commenting on the similarities and differences between them.

Physical development

67. Children make very good progress in their physical development and by the end of the reception year the majority attain the early learning goals in this area of learning. A significant minority of children exceed these. Good planning and teaching provide well-organised games activities in which the younger reception children take part at playtimes. These support their games skills and their personal and social skills of sharing and taking turns. The opportunities to practise these skills on a daily basis helps them to improve considerably their ball skills and their ability to run safely in the space provided. Regular sessions in the hall extend these skills further through well organised and focused activities, which develop the children's balancing, jumping, climbing, running and crawling skills.
68. Evidence of the children's work indicates that they have good cutting skills. The pictures on display show that they cut around a simple shape and along a straight line accurately. The model boats show how carefully the children have taped the masts to their boats. Most children have a suitable and firm pencil grip and control this well to form many letters correctly when writing independently. They colour accurately between two lines when colouring in animal pictures.

Creative development

69. Very good teaching ensures that the children make very good progress so that by the end of the reception year, most attain the early learning goals in their creative development, with a few children exceeding these. Very good opportunities are provided for the children to paint and make sculptures from a range of materials. The children have a very good understanding of colour and mix tones to match particular shades of colour. The pictures of flowers painted for Mother's Day cards showed the great deal of care taken to match the right shade of purple and pink for the petals. The accurate shape and size of the leaves reflected the close observational skills the children are developing and, as a result of the gentle encouragement by the teacher, different brush techniques are used to create different textures in the painting of these.
70. The children sing regularly and have a good understanding of the different sounds instruments can make. They are learning how to change the loudness and texture of sounds through the many very

well planned opportunities given to explore the range of instruments in the classroom. Children are learning to respond to music through dance. Their interpretation of the finding and following the journey of a balloon, which escapes and moves in every direction as it slowly deflates, was very expressive. They twisted and turned their bodies in every direction and due to the encouragement of adults, reflected upon the quality of these and improved on their performances. The role-play area is a wonderful source of developing the children's imagination and language further. They act out ordering and serving meals in the '*Small Fries Café*' confidently. An adult supports this activity initially and this guides the children's play to develop particular skills.

ENGLISH

71. Results in the 2001 National Curriculum tests showed that standards attained by the end of Year 2 in reading were below the national average and that of similar schools. In writing, results were above the national average and that of similar schools with standards being maintained over the previous two years. By the end of Year 6, results were well below the national average and that of similar schools. The school identified the need to improve the performances of boys and purchased more non-fiction books to meet more of their interests. Effective analysis of the previous year's results and focused monitoring has been undertaken and has identified some improvements in boys' reading skills. As a result, the overall attainment of the current Year 6 has improved and is in line with the levels expected nationally.
72. By the end of Year 2 and Year 6, pupils' attainment in speaking and listening is in line with what is expected nationally. By the time they are seven, the majority of pupils listen and speak confidently in a wide range of contexts and take an active part in discussions. In one instance, in a Year 2 lesson, using the central theme of a shared text, pupils had to discuss why certain animals had particular physical features and offer reasons which could be funny but plausible. Because pupils were used to this way of working and because the teacher had high expectations, they showed real inventiveness. They shared and agreed ideas effectively and later justified their choices. By the age of eleven, the majority of pupils respond and engage well when discussing texts. They responded well when given the opportunity to perform their own version of *'The Tempest'*. In geography they recreated a scenario dramatising the threats to the environment, such as the destruction of the rain forests and life in the ocean. Opportunities for speaking and listening are promoted well through the personal, social and health education programme, discussions in the school council and presentations at assemblies. The focus on thinking skills and the emphasis given to the style of questioning are both being used well to promote listening and speaking skills.
73. By the end of Year 2 and Year 6, attainment in reading is at nationally expected levels. By the time they are seven, pupils read a range of texts with fluency and accuracy with higher attaining pupils showing good expression. They tackle words confidently using phonics and read for meaning on the basis of contextual clues. Higher attaining pupils recognise the meaning of unfamiliar vocabulary and express their preferences for different authors and writing styles. They are familiar with the organisation of non-fiction books and use the contents and index pages to find information. By the time they are eleven, higher attaining pupils are highly motivated, confident and read in a range of styles. Some among the lower attaining pupils still lack expression and are tentative when talking about characters and the plot. This was particularly true of pupils in Year 3 whose test results last year were well below average. All pupils keep a record of their reading in a home/school diary. Records kept by teachers include appropriate diagnostic comments. However, the outcomes of guided reading are not consistently assessed and often no specific objectives are identified to guide assessment. Overall, there is a weakness in the monitoring of reading progress, particularly in pupils' understanding of literature in the widest context. Insufficient opportunities are provided to develop pupils' reading skills in research.
74. By the end of Year 2, attainment in writing is above the nationally expected levels and by the end of Year 6 is at expected levels. By the time they are seven, the majority of pupils develop their ideas in sequence and use capital letters. The majority of pupils write accurately and fluently in both narrative and non-narrative forms with the higher attainers organising writing appropriately, extending ideas and showing increasing control of punctuation. Handwriting has improved since the previous inspection and many pupils write in a good and legible cursive style. Spelling is usually accurate except for the lower attaining pupils. By the age of eleven, higher attainers write extensively and produce a variety of narrative and non-narrative texts. Writing is well-organised with appropriate use of paragraphs, complex sentences and ranging over different types of writing, including poetry. Pupils also produce shorter pieces within a limited range of styles. Evidence from their analysis of work shows that pupils make good progress over time, showing gains in the use of punctuation and the length of pieces. Handwriting is legible, fluent and mostly joined. Although all

- pupils have suitable targets for improving writing pinned to their books, on occasions, marking is inconsistent in identifying pupils' strengths and weaknesses in relation to these targets.
75. The quality of teaching is good overall. In the best examples, teachers have a very good knowledge and understanding of English reflected in effective methods, high expectations and well-planned activities. Lessons are clearly focused to give ample time for discussion of shared texts. Effective use of questions enables them to consolidate knowledge and respond critically. This was well illustrated in a Year 1 lesson, where good use was made of a puppet to elicit information from pupils on ways of structuring a story. Examples of teachers providing good modelling of answers were used to prompt pupils and enable them to provide variations on how to begin a story. The shared text was used well to help pupils recall details before they were asked to write their own accounts. This was greatly facilitated by the use of sequences of pictures. In other instances, the quality of teaching is reflected in the teacher's high expectations as demonstrated when pupils contributed their own examples of animal stories with some bringing examples and summarising them for others. Another positive feature, which has a clear impact on pupils' achievement, is the good use of exposition through skilful questioning and exemplification of what the pupils have to work on later independently. Invariably, this results in very good progress for all pupils and a real sense of achievement. Where teaching is less effective, there is insufficient use of demonstration by teachers, of good examples of different styles of writing.
76. The school uses the literacy framework well. A distinctive strength is the clear analysis of assessment information to identify areas for development. The co-ordinator has excellent subject knowledge and has identified specific areas for improvement. The school has identified the need to improve spelling, reading and speaking and listening as well as the achievement of older boys. A good system for tracking pupils' progress and identifying the needs of those who are gifted and talented and those who underachieve, is used well to group pupils and target support. Literacy skills are effectively promoted across a number of subjects and good use is made of ICT, for instance, to present project work in history and geography. Monitoring of teaching and learning is carried out effectively and this is also being used to guide improved planning.

MATHEMATICS

77. Pupils' achievement throughout the school is good and is reflected in the above average standards attained by pupils in Year 6. This judgement matches the school's own targets which are above previous national averages. Test results of last year's Year 6 were below the national average as the pupils in it were a particularly weak cohort. Strategies for teaching numeracy are very successful and, as a result, standards for Year 6 pupils have improved since the previous inspection, when they were reported to be average. The National Numeracy Strategy has been implemented very well and this has had a significant impact on the provision for pupils and their resulting achievement. Teachers have focused effectively on better planning to meet the needs of all pupils and on the development of mental strategies and the resulting enthusiasm that pupils have when answering questions is evident in all classes.
78. Inspection evidence indicates that the current Year 2 pupils are likely to achieve at least the levels expected for their age. Standards achieved by the current Year 6 pupils are above expected levels at this stage of the year. Teachers set individual targets for all pupils and pupils respond well to these and make good progress in their learning and understanding of number.
79. The infant teachers have high expectations of what pupils should achieve. As a result of a variety of stimulating challenges, Year 1 and Year 2 pupils use mental strategies quickly and accurately to solve number problems and more demanding concepts, such as quarter and half-turns, either clockwise or anti-clockwise. Pupils use number lines and other equipment effectively to help them reach correct answers. They recognise and name common two- and three-dimensional shapes and use correct mathematical vocabulary to describe their basic properties, such as the number of faces, vertices and edges. Pupils of all attainment levels have a sound understanding of standard

and non-standard units of measurement such as multi-link cubes, and accurately compare measures such as lengths and widths of objects in the classroom. Teachers' detailed planning ensures that higher attaining pupils are challenged to reach their full potential and one gifted pupil in particular is strongly supported. Average and lower attaining pupils and pupils with special educational needs achieve well at their own levels of need, particularly when supported by teaching assistants. All pupils competently carry out surveys and gather information about subjects such as favourite play apparatus or least popular vegetables. The resulting data are interpreted and presented in a variety of ways, for instance in pictograms and block graphs, to show their evidence.

80. Pupils in junior classes continue to achieve well in all areas of mathematical development because teachers' planning builds effectively on what pupils already know and understand. As a result, pupils are confident and have very good attitudes to their work. These make significant contributions to the good standards achieved. Mental skills and strategies are reinforced regularly and pupils respond enthusiastically to the challenges. They use appropriate mathematical vocabulary to explain how they arrive at their answers. This was demonstrated well in a Year 6 lesson, when pupils calculated the areas of right-angled triangles and more complex shapes. By Year 6, pupils use long multiplication and long division methods accurately and correctly compare equivalent fractions, decimals and percentages. They identify and name different types of triangles and measure the internal angles correctly, knowing that they should add up to 180 degrees. They enthusiastically investigate the range of probability from impossible to certain and extend their knowledge of mean, median, mode and range when analysing statistics. Good links are made with ICT when pupils gather information and present their evidence in block graphs showing such things as the frequency of dice scores.
81. The quality of teaching is good. One of the key strengths is the quality of lesson planning, which includes relevant challenges to meet the full range of pupils' needs. Another strength is the emphasis on encouraging mental calculations as often as possible during lessons. Teachers consistently follow an agreed structure to lessons, which is helpful to both teachers and pupils in being clear about the purpose of lessons and what has been achieved by the end. For example, lessons begin with brisk mental tasks. Challenging questions and prompts at different levels extend thinking to develop strategies for solving problems and encourage pupils' contributions to discussions. Detailed and regular assessment and the setting of targets help pupils to know what it is they need to do to improve. Teachers involve pupils in a review of learning at the end of lessons, encouraging them to explain their answers and this provides suitable opportunities to assess pupils' understanding.
82. Teachers make effective use of technology. Computers, calculators and data handling skills are used regularly by pupils to reinforce their knowledge and understanding. For example, Year 6 pupils produce block and line graphs to present information after carrying out various surveys. Assessment procedures are good and the information gathered is used effectively to match work closely to the full range of pupils' needs. As a result, pupils' rates of work, confidence and attitudes are very good. Homework is set regularly and contributes effectively to the development of numeracy skills, with some pupils extending their own ideas at home.
83. The subject is very well led by the co-ordinator. He is knowledgeable and enthusiastic and has led staff well in implementing the National Numeracy Strategy guidelines to suit the needs of the pupils and the agreed priorities for raising standards in the subject. The co-ordinator has a good awareness of the strengths and weaknesses in the subject in all classes through his effective monitoring and evaluation of his colleagues' teaching, planning and analysis of pupils' work. Resources are good in quantity and quality and are used well to support learning.

SCIENCE

84. By the end of Year 2 and Year 6, pupils' standards match those expected nationally. All pupils, including those with special educational needs achieve satisfactorily. This is reflected in the results of the National Curriculum tests of attainment at the end of both Years 2 and 6. These have been keeping pace with the national trends in improvement, and have remained at average levels. There has, however, been a significant improvement in the experimental and investigative aspects of science. In response to the key issue in the previous report, the school places considerable emphasis on learning science through experimental and investigative work. This gives pupils the opportunity to answer questions through first hand experience and improves their skills of observation and measurement. This represents a good level of improvement in the provision for, and standards in, investigative work since the previous inspection.
85. Pupils in Year 2 experiment and investigate electrical circuits satisfactorily. They use a good range of equipment including batteries, battery holders, bulbs and holders and wires to assemble a simple circuit to light up a bulb, knowing that it has to be complete, or the bulb will go out. Some pupils carry this further and suggest that if they squeeze the wire, then it will stop the electricity going round. This indicates that they are beginning to make hypotheses that they can test out and forms the basis for good experimental and investigative science. These pupils also look at how heat can change the state of materials, such as ice cubes, pieces of chocolate and burning candle wax. After observing this process carefully, they concluded that some solids became liquids and that in the case of wax and chocolate, the liquids became solids again naturally, although in a different shape, but the water needed to be frozen again to return to being ice.
86. Good planning by teachers ensures that pupils in Years 3 to 6 build systematically on their knowledge and understanding. Pupils in Year 3 gain a sound knowledge and understanding of magnetism. They investigate and experiment with magnets and different materials. This results in pupils classifying materials according to whether they are magnetic or not. Pupils in Year 4 develop a good understanding of how the movement of the Earth, combined with its tilt and the resulting position in relation to the sun, create the seasons and different climatic conditions in different parts of the world. Pupils quickly grasped this idea and made good progress in this lesson.
87. By Year 6, the majority of pupils work at expected levels in all areas of the subject. They know about the heart and other major organs in the human body; where they are located and the function of these. They know about different food types and the value of each kind to a healthy lifestyle. Their knowledge and understanding of materials and properties is also at expected levels but there are a few areas in which pupils do better than expected. They make careful observations when dissolving salt crystals in water and make relevant predictions about what they think will happen. Pupils use chromatography to separate the different dyes that make up different inks and colourings. This is beyond what is expected of pupils at this age. In work about forces, they have a sound awareness of opposing forces and how, when they are unequal, the result is movement of the object.
88. Throughout all these activities pupils are developing good experimental and investigation skills. They learn to predict well, for example in their work on sound and micro-organisms, and about what will happen to solids when heated. During all of this work, older pupils develop good ideas about how to make a fair test, knowing that they can only change one factor in the test. They develop this skill at an early stage. They test their hypotheses well and use their well-developed observational skills to judge whether they were right or wrong. They are well prepared for the next phase of their scientific enquiry work in the secondary school.
89. The quality of teaching is satisfactory overall. Teaching and learning in lessons observed during the inspection was never less than satisfactory and on occasions is good. Although the pupils achieve satisfactorily overall, their good progress in developing good experimental and investigative skills, indicates that teaching is good in this aspect of the subject. This is an improvement since the previous inspection when the teaching of these skills was judged to be a

weakness. This is an important element in the learning of science and there are indications that this is already leading to better standards. Teachers have a good knowledge of the subject and present concepts and information in ways to stimulate the interest of the pupils. Where teaching was good it was particularly effective because the teacher clearly explained the challenges of the investigation. Pupils' knowledge and understanding are developed well through questioning. The use of computers is good and pupils use the Internet to research and to gather information about their work. Teachers and teaching assistants are well prepared and provide structured lessons with introductions, main activities and review sessions at the end. In larger classes, the teaching assistants provide highly valued and effective support for groups and have a significant impact on the quality of learning as, for example, when Year 4 and Year 5 pupils were learning about the movement of the Earth and how this affects seasons. Teachers prepare resources well and use them effectively, such as the 'mould farms' used in Year 6 when they studied micro-organisms. As a result of the good strategies used by teachers, pupils enjoy carrying out experiments in science and show very high levels of interest and concentration, even when not directly supervised by an adult.

90. The co-ordinator has a good knowledge of the subject and is enthusiastic about it. Development in this subject is guided not only by the school development plan, but also the curriculum co-ordinator's subject action plan. There is a good policy statement and scheme of work and guidelines to support teaching, with very good cross-curricular links to design and technology and other subjects. The co-ordinator is introducing an effective assessment record to track pupils' progress in the subject, in line with a whole school initiative. Resources are good, well maintained and are used effectively to support learning in the subject.

ART AND DESIGN

91. By the end of Year 2 and Year 6, pupils attain expected standards and these maintain the levels reported in the previous inspection. All pupils, including those with special educational needs, achieve well as they learn a range of techniques and styles often using the work of other artists to inspire them. They employ appropriate techniques to communicate their ideas. The majority of pupils use their sketchbooks well to gather ideas and test particular techniques.
92. In Year 2, using stories as a starting point, pupils show understanding of how words and images are combined in storybooks. They create pictures in the same style, using pastels and black paint. The higher attainers show good control of the fine brush lines. They also developed relevant skills when observing and drawing some artefacts. Other pupils, working with an assistant and using printing tiles, created a repeating pattern, using a combination of motifs. They evaluate their work thoughtfully, identifying what they find difficult and make suggestions about how they can improve it. By the end of Year 6, pupils continue to build on skills acquired earlier. Using the work of Eric Ravels as a starting point and a line drawing of what they can see from a window as homework, they plan and paint their own view. Others choose the alternative of an imaginary journey or fantasy. The majority of pupils produce a realistic and well-proportioned drawing with the higher attainers using sensitively mixed paint and well observed detail.
93. The quality of teaching is satisfactory and has been maintained since the previous inspection. Lessons are effectively introduced and exposition is used well to focus pupils' attention on key ideas and skills. Good use is made of demonstrating specific skills as the use of fine line brushes in Year 2 and a viewfinder in Years 5 and 6. Effective questioning is also much in evidence and skilfully deployed to establish understanding. Interventions are used to stimulate pupils' thinking and are well focused to meet individual needs. Monitoring of pupils' progress is often used to ensure that pupils are working to expectations. Appropriate opportunities are used effectively to draw pupils' attention to particular skills or outcomes they should be aiming for. This was effectively exemplified in a Year 3 lesson on landscapes where the teacher explained the importance of using shading, silhouettes and shadows to add special effects to the painting.

Teaching assistants are effectively briefed and contribute well to pupils' learning, evident when pupils received individual attention on the sewing machine. Teachers make suitable use of evaluation at the end of lessons and pupils are enabled to respond to their own work and that of others critically but sensitively.

94. The art curriculum is enhanced through involvement in local competitions, such as those for 'pavement artists' designs' and programme covers for local events. Future plans include working with a local artist and to design and paint murals for the outdoor play area for reception children. Pupils also make craft items for the Christmas bazaar, setting up their own stall and selling the items they have made. There are some good examples of the use of ICT as a starting point when looking at the work of Franz Marc but opportunities for its regular use are not identified in the scheme of work. The co-ordinator is a specialist and provides good guidance for her colleagues.

DESIGN AND TECHNOLOGY

95. Attainment in design and technology is at nationally expected levels by the end of Year 2 and above expected levels by the end of Year 6. All pupils, including those with special educational needs, achieve satisfactorily throughout Year 1 and Year 2. The achievement of pupils in junior classes is good.
96. Throughout the school, pupils are given ample opportunities to experience all areas and practise all skills associated with design and technology. Younger pupils in the infant classes make puppets of a satisfactory standard, completing the full design process. They also completed a unit on '*Joseph's coat of many colours*', in links with music and drama. Pupils in Year 6 improved their understanding of the structure of footwear when they made slippers. They researched styles of slippers using Internet websites and based their designs on what they found out. Their plans were good and the finished products resembled these closely. They used a number of techniques well to join the different parts, including sewing and sticking. They evaluated their slippers thoughtfully, in terms of usefulness, appeal and suitability for their purpose.
97. Pupils in Year 6 communicated their ideas well when they thought about making bread. They sampled a good range of different breads, such as wholemeal, whole grain bread, pitta and naan breads, and sweet breads with fruit. They talked knowledgeably about the different breads and how they were made, featuring such characteristics as naan bread not rising because it has no yeast. Pupils then made their own bread and accurately described the process in good detail as they made their bread and wrote up their methods. They understood the process and the action of yeast in making bread rise. The finished products were of a good quality and during their evaluations, pupils were able to confidently say that their bread was edible and in fact tasted good. All were delighted with the results.
98. The quality of teaching is satisfactory in Year 1 and Year 2 and good in Years 3 to 6. Teachers plan lessons well and pupils gain good experience of working with a variety of materials, tools, and of perfecting plans and carrying out methods. Progress by pupils with special educational needs is the same as other pupils because of the additional help of the teaching assistants and voluntary helpers. For example, when pupils made bread they received valuable help and support from both teaching assistants and dinner ladies. As a result of the focused support, pupils enjoy design and technology, and are interested and behave very well. Teachers are knowledgeable, and choose activities that help pupils understand the reasons for the designs of things. Teaching in the junior classes is good as a result of the greater challenge and attention given to important details. For example, in Year 6 pupils compared the dimensions of their feet with the pattern for a slipper which fitted them, and found that there had to be a number of seam allowances in the material. When pupils had made their bread, they were enthusiastically inventing recipes for different types of bread, including fruit and chocolate bread, whilst their small loaves were still cooking.
99. The curriculum in design and technology and related assessment procedures have been improved following recent national guidelines and are now good. Cross-curricular links with science and some other subjects are good and support standards very well. The subject is well managed by the enthusiastic curriculum co-ordinator, who has some good ideas about how to develop the subject further, including the development of mechanics. Resources are satisfactory and are used adequately to support learning in the subject.

GEOGRAPHY

100. Very few geography lessons were time-tabled during the inspection, but other evidence gathered, indicates that standards are at nationally expected levels by the end of Year 2 and Year 6. All pupils, including those with special educational needs achieve satisfactorily. This is similar to the judgement made at the time of the previous inspection, when standards were as expected by the

time pupils reached Year 2 and Year 6.

101. By the end of Year 2, pupils explore and investigate the environment in which they live, looking at both their school environment and aspects of their village. The younger pupils talk about the features that they recognise on their way to school, including road signs and their meanings. This early introduction to the use of symbols leads to the drawing of simple maps showing their routes. These early mapping skills are further developed as the pupils get older and by Year 5 they draw good quality maps that are detailed representations of areas shown in aerial photographs. This aspect of their geographical studies is a strength of the subject and pupils use four and six figure grid references before the age that is expected nationally.
102. Pupils develop a satisfactory knowledge and understanding of their own locality. Through local studies, pupils look at different types of building in their immediate locality. They learn satisfactorily about different types of houses and the uses of buildings, such as shops and hotels. During their work on houses, they compare and contrast the house styles and materials with houses in an African settlement. Pupils also learn about how Harwich's proximity to the sea has influenced its development and about some features that are typical of the town, such as the rail and ferry links. In Year 3, using the teacher's very good knowledge, pupils also look further afield and learn about different aspects of life in Australia, studying maps and learning about a range of features such as weather and wildlife. Year 6 pupils show a satisfactory knowledge and understanding of both physical and world geography. They know basic details about physical features such as mountains and rivers, but give only superficial details about different regions and countries such as St Lucia.
103. The quality of teaching is satisfactory. Teachers have adequate subject knowledge and their planning indicates full coverage of the National Curriculum. They plan the progressive development of skills, knowledge and understanding of pupils' locality and then further afield, whilst encouraging pupils to compare and contrast what they experience in their own lives with what they learn about and research. Pupils respond well and have good attitudes to learning. Even when they face difficulties, they persevere and do not give up. Even the very youngest pupils are committed to effective learning. The subject is well led. A good scheme of work has been prepared that is full of helpful suggestions and ideas for teachers and contains some good links with other subjects such as science and literacy. The curriculum co-ordinator has good ideas for development contained in her subject development plan.

HISTORY

104. By the end of Year 2 and Year 6, attainment in history is at nationally expected levels. Overall standards have been maintained since the previous inspection.
105. In Year 1, pupils watch dramatised episodes of the life and work of Louis Braille and develop their understanding and knowledge of the impact of his invention. Pupils' understanding was further consolidated by the visit of a blind person with a guide dog the previous day. They examine how the Braille alphabet works and try to guess names written in Braille. Year 2 pupils recall basic facts and features in the life of Mary Seacole and Florence Nightingale and describe conditions in hospitals during their time. Some well-written pieces show good acquisition of knowledge and understanding of the significance and the impact of a range of famous people and events at that time.
106. By the end of Year 6, pupils build systematically on skills acquired earlier. On the basis of their visit to Kentwell Hall, they show good knowledge and understanding of a range of features in the life of the Tudors. From firsthand experiences they record well-presented and illustrated pieces of work about a Tudor kitchen. They describe the range of costumes and customs like the use of unusual items for curing illnesses as well as examples of pastimes like archery. Pupils achieve satisfactorily in relation to their prior attainment. This is mainly reflected in their increasing use of

historical evidence to record their findings and of seeking different sources of information. Pupils' attitudes to the subject are very positive and contribute to the progress they make.

107. Overall teaching is satisfactory. Due to time-tabling only one lesson could be observed during the inspection and teaching in this lesson was good. The use of a video to illustrate the invention of Braille was effectively exploited to develop pupils' understanding, for instance by scribing key ideas when questioning pupils. Learning was effectively enhanced by putting the invention of Braille in context, by linking it to the visit of a blind person and the use of guide dogs. Good use is made of visits to historical places and much work supports the development of a range of literacy skills. The history curriculum is effectively enhanced through the use of ICT, for instance through the use of a website about the Tudors and when presenting and researching topics. Good use is made of other special opportunities, for instance when the study of evacuees has led pupils to question adults and trace the actual schools that they had attended when evacuated. The co-ordinator has good subject knowledge and a commitment to adapting the content of the subject to offer pupils more breadth in knowledge and skills. Some monitoring takes place, which focuses on planning and scrutiny of work and results in suitable amendments within the scheme of work.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

108. There has been very good improvement in all aspects of ICT since the previous inspection. This is due to the very good leadership of the co-ordinator who has put into place a very good programme of training to improve the teachers' knowledge, understanding and skills to teach the subject. This training has been extended to support staff so that all pupils are supported well when they work in small groups in the computer suite. The number and quality of computers has also improved greatly so that pupils now have regular opportunities to use computers in all aspects of their learning. A lot of work has been put into developing a good curriculum, which links ICT to other subjects well. Pupils therefore get good opportunities to use computers to support their learning in other lessons, including literacy and numeracy. There is a very precise action plan, which identifies appropriate priorities for development and details exactly what the school needs to do to improve further.
109. Pupils in Year 1 and Year 2 attain expected levels. This represents good achievement as the recent improvements are still being put into practice. Pupils are familiar with the letter keys due to the emphasis placed on learning this in the reception class. They learn the functions of the other keys through carefully planned lessons, which introduce different keys each week. During the inspection, Year 2 pupils learned how and when to use the exclamation mark, speech marks, comma and apostrophe through editing a short piece of writing on screen. Higher attaining pupils worked individually while others worked together to give each other support. The discussions between the pairs of pupils encouraged and spurred them on to finish on time.
110. Pupils in the junior classes continue to achieve well so that by the end of Year 6 they are attaining standards above expected levels, having improved considerably from the unsatisfactory levels at the time of the previous inspection. Skills are built on systematically through a series of interesting activities, which keep pupils engrossed in their work. Year 3 pupils learned how to use the three-dimensional tool to create cubes, cuboids, prisms, cylinders, pyramids and cones to support their knowledge and understanding of the properties of shape in a numeracy lesson. They learned how to rotate the shapes and move them around the page to improve the presentation of their work. Older pupils develop their skills further by organising and presenting their ideas from a range of sources such as CD-Roms and the Internet. Pupils in Year 6 were proud to show how they used an art program to create paintings in the style of the artist Franz Marc, being studied in art and design. They used the full range of tools to change the tones of colours in order to create their desired effect. They understand how to use sensors to monitor changes in temperature as hot water cools down. They access the Internet to support their research in other subjects and use the scanner to present their work in different formats. These standards of work are above expected

levels.

111. The quality of teaching is good. Links with other subjects are carefully planned throughout the scheme of work so that pupils have a particular purpose in mind when developing their computer skills. There are particularly good links to literacy and numeracy lessons. In numeracy for example, pupils present information in graphical form and this allows them to make changes on screen if required. The guidance given by teaching assistants is good. They give pupils clear instructions at the beginning of the group activity and make sure that pupils know what they have to do. They use focused questions to probe whether the pupils understand the task and to get them to think carefully about what they are doing. For example, when creating a poster to show the importance of eating a balanced diet, one pupil could not understand why the writing was not appearing on the page. By questioning and prompting, the pupils realised that in order for the text to appear, the insert and text box facility needed to be used. Great delight followed when this was subsequently performed successfully.
112. The co-ordinator provides very good leadership and support for the subject. The very detailed action plan identifies suitable priorities for development and further improvement, including more challenging tasks in multimedia work and the use of monitoring equipment. The action taken by the school to make good the weaknesses identified in the previous inspection report is very good and standards have risen as a result. The new computer suite allows small groups of pupils to work independently developing their skills at their particular level. Careful assessments of pupils' work enable teachers to match work appropriately so that those who are capable, extend their knowledge and understanding beyond average levels.

MUSIC

113. Standards in music have improved since the previous inspection and are now above expected levels by the end of Year 6. This is due to the rich and challenging curriculum and very good leadership of the co-ordinator who enthuses teachers and pupils to take part in regular musical activities. Pupils in Year 1 and Year 2 attain expected standards in most areas of music. Singing, however, is above expected levels.
114. The tone of singing throughout the school is rich and tuneful and pupils rise to the challenges presented by staff. Pupils sing in two parts, keeping their part going independently, with little direction from adults. Songs chosen are matched well to the range of their young voices and this helps them to achieve the richness in their singing. Sessions led by the co-ordinator are particularly good and her enthusiasm motivates pupils who all join in with enjoyment. The video of the school's performance of '*Joseph*' reflects the wide range of songs pupils sing and the good quality of singing. These regular opportunities to perform make considerable contributions to pupils' performance skills and increase their confidence and self esteem.
115. Pupils in Year 6 recall with obvious pleasure the composition workshops in which they took part last year. They described in detail the range of instruments used to compose a percussion picture of a storm to depict '*The Tempest*'. Others recall the musical seascape picture they composed, enjoying the chance to try out their own creative ideas to reflect the mood in the piece. This well organised activity gave them the chance to develop a wide range of musical skills and to gain a good understanding of how particular musical effects are achieved. They talk knowledgeably about how they change the mood by altering the dynamics and texture of the piece by adding and taking away certain sounds at particular moments in the stories and poems with which they are working. They have a good knowledge of different composers and recall the range of music to which they listen during lessons and when going into assembly. The wide range of music from different styles, periods and cultures make a very good contribution to pupils' spiritual and cultural development.

116. The quality of teaching is good. Pupils enjoy lessons because they are practical and give good opportunities for them sing, play musical instruments and respond to rhythms and melodies creatively. Musical activities are fun and in one lesson, Year 3 pupils particularly liked performing ‘*Who stole the Cookie from the Cookie Jar?*’ The chant contained difficult rhythms, which challenged the pupils to try to insert the next name, while still keeping the pulse going. This meant that they had to listen carefully to the rhythms and beats at the same time as performing expressively. The teachers are supported well by a good scheme of work, which is monitored closely for its relevance and interest. Careful assessments make sure that the work presented provides suitable challenges and this helps pupils to achieve well.
117. Boys and girls of all interests and capabilities are supported well. Those pupils who have a particular talent are able to learn an instrument. The lessons are structured so that pupils build on previously learned skills. The teacher evaluates pupils’ performances carefully so that appropriate guidance can be given on how to improve techniques such as fingering, phrasing and drumming style. Further opportunities are provided through very enjoyable band and singing sessions, which take place before school. These sessions are supported by staff who join in with the pupils in their singing and playing. They provide very good opportunities for pupils to play and sing together. Pupils listen carefully to each other and manage to keep their own part going independently. They use their musical knowledge and understanding of pulse, rhythm and pitch to find their place again if they get lost during the performance. Being able to read music is an added bonus. The teacher gives them positive encouragement and this motivates them to try new pieces of music with confidence.
118. The subject co-ordinator provides very good leadership and support to teachers. She makes sure that pupils have a wide range of musical activities from which they can choose. There are suitable links to other subjects identified in the rich curriculum and these include the use of keyboards to compose and perform short pieces. Computers are used to support composition skills further and the finished pieces are printed, so that the pupils see how music is recorded formally. There is a good range of good quality musical instruments and recorded music to support the subject.

PHYSICAL EDUCATION

119. By the end of Year 2 and Year 6, pupils achieve well and attain standards which are above expected levels. Pupils with special educational or physical needs receive good support, achieve well and make similarly good progress. There has been good improvement since the previous inspection, when standards were judged as average. Improvements are due to the better teaching and the provision of a very full programme of physical activities, during and outside lessons. This makes a significant contribution to the good standards achieved, particularly by pupils in the junior classes. Boys and girls participate in physical education lessons with equal enthusiasm and work well individually, in pairs or in larger groups.
120. Year 1 and Year 2 pupils were observed taking part in gymnastics and dance lessons. In gymnastics, Year 1 pupils performed a range of travelling skills such as hopping, skipping, rolling and turning and performed with good awareness of safety and the space around them. Having practised these movements on the floor, they then applied them to large apparatus with increasing control and co-ordination. The teacher set relevant challenges for pupils of all capabilities through good intervention and prompts. Elements of rolling, twisting and balancing were introduced with good effect. In dance, Year 2 pupils respond well to various stimuli. In links to geography work about Africa and literacy work about ‘*The Calabash Children*’, they moved very expressively to show how a gourd seed might grow. Sequences were then developed even further by the introduction of music. Pupils jumped, stretched and curled at all levels in response to the different rhythms and speeds of the music. This lesson also promoted pupils’ awareness of cultural origins different from their own and provided good opportunities for them to communicate their own deep feelings and appreciate the high quality performances of others.

121. In Years 3 to 6, swimming is taught to each year group at different periods of time. Records show that standards attained by Year 6 pupils are high. Every pupil can swim at least the required distance of 25 metres and most pupils can swim further than this. All are good swimmers, many of whom have also gained personal awards. Skills in gymnastics and dance are systematically developed to challenge pupils still further. In dance, Year 3 and Year 4 pupils were observed creating different sequences of movement to match the different characters in the story of *The Pied Piper*. The later sequences representing the rats were very expressive. In games, the school participates in competitions with other schools in the area with considerable success. The school won two area football competitions and competed successfully in netball and athletics competitions. Their performances reflect the hard work of the staff and pupils and significantly add to the very good social and personal development in the school. Year 5 and Year 6 pupils enjoy the provision for outdoor and adventurous activities in a residential visit on the Isle of Wight. The visit also provides good opportunities for pupils' personal and social development. The curriculum provides a good programme of gymnastics, games and dance.
122. The quality of teaching is good. In the lessons seen, teachers had high expectations of pupils who, as a result, responded positively to challenges, behaved very well and worked hard to improve their standards. For example, in gymnastics the teachers provided regular support for individuals and groups by showing them how to improve their techniques. The lessons were also characterised by a good quality warm-up session, close attention to safety and the progressive development of skills from one activity to the next. In dance lessons, teachers provide a good range of stimuli to enable pupils of all attainment levels to perform very expressively and to their full potential. As a result of these strategies, all pupils understood the importance of good quality and expressive movements. The activities also provided good opportunities for the development of pupils' spiritual and cultural awareness.
123. The subject is led well by the headteacher in a temporary capacity. She ensures that the good range of learning opportunities within the curriculum provision, are implemented well. These opportunities contribute to the very good development of pupils' personal and social skills and enhance the quality of the experiences provided by the school for all pupils. The quantity and quality of resources are satisfactory with an adequate hall and good outdoor facilities in both the hard surface and field areas.