

INSPECTION REPORT

ST PETER'S CE PRIMARY SCHOOL

South Weald, Brentwood

LEA area: Essex

Unique reference number: 115164

Headteacher: Mr Andrew Binnell

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 11 – 14 September, 2000

Inspection number: 225268

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and infant
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Wigley Bush Lane South Weald Brentwood Essex
Postcode:	CM14 5QN
Telephone number:	01277 215577
Fax number:	01277 214480
Appropriate authority:	The governing body
Name of chair of governors:	Dr Jill Dimmock
Date of previous inspection:	February, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Nicholson (25406)	Registered inspector	Information technology Physical education Special educational needs	What sort of school is it? Results and achievements What should the school do to improve further?
Ann Taylor (19743)	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with its parents?
Sue Chesters (23196)	Team inspector	The Foundation Stage English Music	How well are pupils taught?
Sonia Bosworth (30573)	Team inspector	Science Geography History	How good are curricular and other opportunities?
David Fisher (17520)	Team inspector	Mathematics Art Design and technology Equal opportunities	How well is the school led and managed?

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's CE Primary school serves the parish of St Peter in the village of South Weald, two miles west of Brentwood. Most of the housing is owner-occupied and there are low levels of unemployment. The school, which is over-subscribed, currently has 273 pupils on roll (141 boys and 132 girls) aged between four and 11 years. It is larger than most primary schools. Most of the pupils are white with a very small proportion from other ethnic groups. Five pupils have English as an additional language, but none are at an early stage of acquiring English language. Two per cent of pupils are eligible for free school meals, which is well below the national average. Pupils enter the school with above average attainment for their age. Twenty-seven pupils (10 per cent) are on the school's register for special educational needs, including one pupil with a statement for special educational needs. This is below the national average.

HOW GOOD THE SCHOOL IS

The school is a caring community that provides a good quality of education for its pupils, including good teaching and effective leadership and management. Pupils achieve above average standards, especially in literacy and numeracy, and have positive attitudes to learning. The school provides good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science.
- Pupils have positive attitudes to their learning. The very good relationships between pupils and between pupils and staff have a very positive impact on learning.
- Pupils are polite and very well behaved.
- The overall quality of teaching is good.
- The school is well led and managed. The headteacher provides very good leadership.
- The school makes good provision for pupils' spiritual, moral and social development.
- There is good provision for supporting pupils' progress, particularly those with special educational needs.

What could be improved

- Standards in information technology, which are below national expectations.
- Standards in design and technology at Key Stage 2, as they are below national expectations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its previous inspection in February 1997. At that time it had serious weaknesses in leadership and management, a high proportion of unsatisfactory teaching and low standards in information technology, design and technology, geography and history. It has successfully addressed most, but not all, of the key issues raised. Following the appointment of a new headteacher the leadership and management of the school is much improved. He, supported by governors and staff, has been instrumental in providing the school with a clear educational direction and establishing effective systems for monitoring and improving teaching and learning. As a result, the quality of teaching has improved and a focus on raising standards has improved pupils' achievements in the core subjects of English, mathematics and science and raised standards in geography and history to a satisfactory level. However, standards in information technology and design and technology remain below expectations. The school is aware of these weaknesses and is now in a strong position to address them.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A	C
Mathematics	A	A	B	C
Science	B	A	C	E

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

Over recent years the standards pupils have achieved by the age of 11 have been above the national average. Almost all pupils achieved Level 4, the expected standard for an 11-year-old, in each of the three core subjects. In 1999 results were well above average in English, above average in mathematics and average in science. When compared with the performance of similar schools the results are average in English and mathematics. In science the results were well below average as the proportions of pupils achieving both Level 4 and Level 5 were lower than that found in similar schools. (National Benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.)

No national comparisons are currently available for 2000. However, as a consequence of the school's focus on raising standards the results for this year show a significant increase in the proportion of pupils achieving the higher standard, Level 5, in mathematics and science, while maintaining the high standards in English. One in every four pupils achieved the higher standard in each of the core subjects. This indicates high standards in these subjects.

Inspection evidence confirms a similar position to 2000 in the current Year 6 with standards well above average in English and above average in mathematics and science. The school has set challenging statutory targets for literacy and numeracy and pupils' achievements in these subjects are high. However, standards throughout the school in information technology are below average. Pupils are not given sufficient opportunities to develop all aspects of the information technology curriculum. Standards in design and technology at Key Stage 2 are also low as pupils are not progressively developing their design and making skills. Pupils' performance in art, geography, history and physical education is appropriate for their age. In music standards are above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to their learning and good levels of enthusiasm.
Behaviour, in and out of classrooms	Pupils are very well behaved in and around the school. They are polite and friendly.
Personal development and relationships	Pupils' personal development is good and results in very good relationships between pupils and between pupils and staff.
Attendance	The attendance rate at the school is above the national average.

Pupils' positive attitudes, very good behaviour and good personal development are important strengths of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 pupils make good progress in their learning. No unsatisfactory lessons were observed during the inspection. Teaching was good in nearly half of lessons and very good in a further sixth of lessons. This represents a considerable improvement on the teaching found at the last inspection. Good and very good teaching was observed throughout the school. Particularly effective teaching takes place in the Foundation Stage and in the upper part of Key Stage 2.

The teaching of literacy is good throughout the school. In numeracy lessons teaching is at least satisfactory and often good or very good. The oral sessions at the start of numeracy lessons are not as effective as they could be in developing pupils' mental skills. Teachers have a caring approach and manage the pupils well. They plan their lessons conscientiously and ensure most activities meet the needs of pupils of different ability within their classes. There are weaknesses in the teaching of information communication technology and design technology due to a lack of confidence and subject expertise in these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the school provides a broad and balanced curriculum, which satisfactorily meets the needs of the pupils except in information communication technology and design and technology.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. The learning support staff make a positive contribution to the good progress made by these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good. Pupils' spiritual, moral and social development is good and their cultural development is satisfactory.
How well the school cares for its pupils	The school is a caring and supportive community. Good procedures are in place to ensure the welfare and safety of pupils. There are satisfactory procedures for assessing pupils' progress through the school.

The school's curriculum for information communication technology does not fully meet statutory requirements and this results in low levels of achievement in this subject.

The school provides parents with a good range of information about pupils' progress and the day-to-day life of the school.

Parents make a very positive contribution to pupils' learning. This includes supporting learning at home and in the classroom and by fund raising for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides inspirational leadership and gives a clear direction to the work of the school. He is well supported by the staff. Together they make an effective team.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and make a positive contribution to the leadership and management.
The school's evaluation of its performance	The school successfully evaluates its own performance and has identified appropriate areas for future development, including information technology.
The strategic use of resources	The school makes satisfactory use of its staff and resources. There are very efficient systems for financial planning and administration. Specific grants are used appropriately. The school effectively applies the principles of best value.

The leadership and management are strengths of the school, which is a great improvement on that found at the last inspection. Between governors, headteacher and staff there is a shared commitment to improvement and they have had a positive impact on raising standards. The school has a great potential for further improvements.

There is a sufficient number of suitably qualified teachers and support staff. The school's buildings and grounds provide a good level of accommodation. There are adequate resources for all subjects except information technology, design and technology and physical development in the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

One hundred and eighty-eight parents (59 per cent) completed questionnaires and 53 parents attended a meeting with inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and they make good progress. • Behaviour in school is good. • The teaching is good. • The school is well led and managed. • The school has high expectations and it helps children to mature and become more responsible. 	<ul style="list-style-type: none"> • A greater range of activities outside of lessons. • More information on children's progress. • The school working more closely with parents. • The amount and frequency of homework. • Procedures for class reorganisation for the beginning of a new school year.

The inspection findings support the positive views of the parents. Inspectors found that the school offered a satisfactory range of extra-curricular activities. The quality of information parents receive about their children's progress is good. There are adequate formal and informal opportunities for parents to discuss their children's progress with staff. The school does work closely with parents and together they form an effective partnership in supporting pupils' learning. The quality of homework is satisfactory but the school's policy is ready for review as it is not a true reflection of current practice. Some parents are, therefore, not well informed about what their child should be receiving. The school should address this weakness through updating its policy in consultation with parents. The school recognises parents' concerns about the annual reorganisation of classes and plans to review its current procedures.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the last inspection standards by the end of Key Stage 2 were above average in English and science and average in mathematics. In art, music and physical education standards were in line with national expectations. However, standards in information technology, design and technology, geography and history were lower than expected. Progress throughout the school was uneven as a result of weaknesses in teaching, leadership and management and curriculum. The school has made good progress in addressing these weaknesses and as a result overall standards have improved, though weaknesses remain in information communication technology and design and technology. Pupils, including those with special educational needs, make good progress in their learning. There are no significant differences between the performance of girls and boys.
2. Attainment on entry to the Foundation Stage is above that expected for the age group in all areas of learning except personal and social skills where attainment is average. Overall the school makes good provision for these children. The reception class staff provide a very well organised and stimulating environment. The very good relationships between staff and children help children to make very good progress in their personal, social and emotional development. Children make good progress in developing their communication skills as a result of the very good quality teaching and suitable opportunities for the acquisition of language and reading skills. They have a good understanding of shape, space and number and make good progress in their mathematical development. Children make good progress in both their physical and creative development as a result of the well-planned activities provided for them. Overall, children in the Foundation Stage make good progress during their first year at school, particularly in their personal and social skills. Many exceed the nationally recognised early learning goals for children. They are well prepared to begin the National Curriculum as they enter Year 1.
3. Over recent years (1996-1999) results in National Curriculum tests at the end of Key Stage 1 show that standards in reading, writing and mathematics are well above national averages. For example, in 1999 nearly all pupils achieved Level 2, the expected standard for a typical seven-year-old, in each of the three tests. The proportion that went on to achieve the higher standard, Level 3, in each test was well above the national average. Nearly half of the pupils achieved the higher standard in reading, a third in mathematics and one in every eight in writing. In comparison with similar schools the pupils' results in 1999 were well above average in reading and above average in writing and mathematics. (National Benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.) The school maintained these high standards in 2000 and increased the proportion achieving the higher standard in writing to a third. (Currently there are no national comparisons for the 2000 results.)
4. Inspection evidence indicates a similar pattern of high standards of achievement for the current Year 2. Pupils attain above average standards in English, mathematics and science. They make good progress in their learning in these core subjects in comparison to pupils from similar backgrounds. However, standards in information technology are below average and progress in this subject is unsatisfactory. Pupils are given insufficient opportunities to develop the aspect of control. Standards in art, design and technology, geography, history, music and physical education are

average and pupils make satisfactory progress in these subjects. This is an improvement since the last inspection when standards were low in several of these foundation subjects.

5. End of Key Stage 2 results in National Curriculum tests over recent years (1996-1999) show minor variations each year, but overall they are above average. In this period results showed a gradual improvement, though the school's overall trend was below the improving national trend. In 1999 overall standards were well above the national average in English, above average in mathematics and average in science. Between eight and nine pupils out every ten achieved Level 4, the expected standard for an 11-year-old in English, mathematics and science. In comparison with all primary schools these results were well above average in mathematics, above average in English and close to the average in science. The proportion of pupils who went on to achieve the higher standard, Level 5, was well above the national average in English, above average in mathematics and close to the average in science. When compared with similar schools the pupils' results were average in English and mathematics and well below average in science. In 2000 the school maintained the high standards in English and improved the results in mathematics and science. A significantly larger proportion of pupils achieved the higher standard in these two subjects than in the previous year. This is a direct result of the school's sharper focus on raising standards. The school has set challenging statutory targets based on the pupils' previous attainment. Improvements in teaching, including greater emphasis on raising the standards achieved by more able pupils, have resulted in these high levels of achievement. There are no national comparisons available yet for 2000 but the inspection judges that standards have improved, particularly in terms of the proportion achieving Level 5, and are now above average.
6. Inspection evidence confirms that overall standards by the end of Key Stage 2 are above average and that pupils achieve high standards in literacy and numeracy. Standards in English are well above average. Pupils achieve good standards in reading and very good standards in writing and speaking and listening. Standards of work seen in mathematics and science are above average. Pupils make good progress in these subjects, though pupils make insufficient progress in developing their mental and oral skills in mathematics. Standards in information communication technology are below average and progress is unsatisfactory. Pupils do not cover all the strands of the National Curriculum for this subject in sufficient depth to ensure appropriate standards are achieved. They are given insufficient opportunities to develop their information technology skills. Pupils' achievements in art, geography, history and physical education are appropriate for their age. In music pupils achieve higher than expected standards as a result of teachers' enthusiasm, good subject knowledge and musical skills. However, standards in design and technology are below average. Pupils have not had the opportunity to systematically develop their skills in design and making.
7. Pupils with special educational needs make good progress in relation to their prior attainment. They receive good levels of support from class teachers, the learning support co-ordinator and learning support assistants. The individual educational plans for these pupils are effective as they identify clear targets. More able pupils make good progress in the core subjects of English, mathematics and science. The effective use of ability sets and groups in numeracy and literacy ensures they are well challenged in most classes. In other subjects more able pupils are not always fully challenged. There are few opportunities for these pupils to develop independent learning strategies. Pupils do not always extend their knowledge and understanding as well as they could.

8. In the last two years the school has undergone significant changes. The appointment of a new headteacher has resulted in a greater emphasis on improving standards. The introduction of the National Literacy and Numeracy Strategies and more effective monitoring of teaching and learning have resulted in the raising of standards in English, mathematics and science. Initiatives such as the introduction of new guidelines for teachers have helped raise standards in history and geography, but have not yet had an impact on standards in information technology and design and technology. The school is aware of the need to raise standards in these subjects.

Pupils' attitudes, values and personal development

9. Pupils enjoy attending school and this is reflected in their positive attitudes to learning, their very good behaviour and the very good relationships that exist. These are all important school strengths, which have a positive impact upon learning. The high standards of pupil's behaviour and attitudes seen at the time of the last inspection are still very much in evidence.
10. Parents agree that their children enjoy attending school and the school's good attendance figures, which are above the national average, are a testimony to this. Pupil's attendance has risen by just over half a per cent since the last inspection as a result of a general tightening up of procedures and clear messages to parents about the importance of their child's regular attendance. Unauthorised absence is virtually nil as parents are careful to let the school know reasons why pupils are away.
11. Pupils are keen and interested in their lessons and look forward to them. They listen attentively and do as they are told. Even though it was the start of the new term and pupils were still getting used to new teachers, classrooms and classmates it was clear to see their progress as the week progressed. Pupils improved in their coming to sit on the carpet area without fussing and in other classroom routines that needed to be re- learnt. Work is neatly presented and again progress was made during the inspection week in pupils adapting to the neat and tidy style teachers expected, for instance, in remembering to underline titles.
12. A good example of the way pupils are interested in their lessons was demonstrated where a teacher was reading a passage from 'My Family and Other Animals' to older pupils. There was an enthralled silence as they listened attentively, some reading on their own from a printed extract and others following the text displayed on the overhead projector. They showed they had been thinking deeply about the book and the style it is written in when they correctly recognised the way in which the author used a style of the writing to reflect the type of weather in the story.
13. During the paired reading time, held for the first time that term, pupils were excited. However, they enjoyed the freedom to choose any book they wished and discussions about the books read were sensible. For example, a pupil commented that he liked the book but the text was too easy and another that she wanted to carry on with the book next week.
14. Behaviour throughout the school is very good. Pupils are polite and friendly. They hold open doors for visitors and are happy to engage in conversation and to explain about their work. There have been no exclusions in the history of the school. Parents are very pleased with the standard of behaviour. Pupils play happily in the playground and on the field, enjoying the play equipment they chose themselves. In conversation with inspectors pupils said there are many adults they can turn to if they

are unhappy or concerned. No incidents of bullying or harassment were seen during the inspection and school records show these are rare occurrences.

15. Relationships in the school are very good all round. Pupils work and play well together. In a numeracy lesson groups of Year 2 pupils came together without a fuss to volunteer a collective guess at how many cubes in a box. (They guessed 100 and the correct answer was 111!) They also respect each other's point of view. In a personal and social education lesson pupils voted to decide where in the classroom to display their class rules. Only one boy voted for on the door, but his opinion was respected.
16. Pupils respond well to the opportunities designed to enhance their personal development. Indeed, they show themselves capable of more responsibility and independence than they are currently given. Every class member has a special job to do from handing out books to sharpening pencils and clearing the cutlery area at lunchtime. Even at this early stage of the term, having only been responsible for their particular job for a few days, pupils made a valuable contribution to class administration.
17. Year 6 pupils are chosen by vote as House and Vice Captains and part of their responsibilities involves a seat on the school council. The views of the council are taken seriously and their ideas form part of the overall school development plan. Pupils are pleased that the refurbished toilets came about through their request.
18. Some older pupils show a good degree of initiative in their learning and are keen to discover information for themselves. For example, when looking up the meanings of words 'tidal' and 'bio-genetic' pupils went down several avenues of research to try and obtain more information before concluding that it was nigh on impossible to find another word that actually meant the same as tidal. Another pupil, inspired by an earlier art lesson on perspective had produced a drawing at home, incorporating all the information previously learnt. However, the school does not capitalise fully on pupils' thirst for knowledge and their capability of learning for themselves.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching is good. In 46 per cent of lessons observed, the quality of teaching was good and in a further 16 per cent it was very good. No unsatisfactory lessons were observed during the inspection. This is a strength of the school and a good improvement since the last inspection. Good and very good teaching was observed throughout the school.
20. In the previous inspection a significant number of lessons were judged unsatisfactory or poor. These lessons had common features. They were characterised by teachers' lack of subject knowledge, slow pace and planning that did not cover the National Curriculum in sufficient depth. At that time, what was to be learned by pupils in the lessons had not been made clear and tasks were ill matched to the attainment of the pupils. Also, some lessons had additional weaknesses, including ineffective methods of controlling pupils' behaviour. Standards in teaching have improved significantly. This is a reflection of the very effective monitoring systems that the headteacher has introduced. Teachers now consistently ensure that pupils have a clear picture of what it is they are to learn during each lesson and plan work to meet the needs of all pupils. Subject knowledge has improved and planning now covers all elements of the National Curriculum. There is a good behaviour policy which teachers use consistently to ensure that pupils behave well in lessons.

21. Good and very good teaching was observed throughout the school. The quality of teaching in the Foundation Stage is very good. In all lessons seen the teaching is consistently good or better. Four out of every ten lessons are good and six out of ten are very good. All staff working in the Foundation Stage have a very good knowledge of the needs of young children and they are very secure in their understanding of how young children learn. They provide a wide range of practical activities, which involves the children in their learning and develops and extends them appropriately. Teachers teach basic skills well and there is an appropriate emphasis on the teaching of reading, writing and number. In Key Stage 1 four out of ten lessons are good and a further one out of ten is very good. In Key Stage 2 at least five in every ten lessons are good and a further one in ten is very good.
22. The teaching of literacy is good in all key stages. Teachers plan effectively to the requirements of the National Literacy Strategy. They have good subject knowledge and question pupils effectively, carefully matching the questions to assess what the pupils have learned. They know the pupils in their class well even though it is early in the academic year and ensure that they are challenged appropriately. Teachers are working hard to continue to raise standards in this area.
23. Numeracy teaching in all key stages is always at least satisfactory and half of the lessons are good or very good. Although it is in its early stages of development, teachers have worked hard to adjust what they do in lessons to meet the requirements of the National Numeracy Strategy. In the very good numeracy lessons teachers give very clear explanations, retaining the pupils' attention and ensuring that good learning takes place. They use very effective questioning techniques, enabling pupils to explain and consolidate the strategies that they use to solve problems. However, the teaching of mental and oral skills at the start of most numeracy lessons lacks pace and pupils do not show a sense of urgency when giving answers.
24. The teaching of pupils with special educational needs is good. Teachers, with the help of the Learning Support Co-ordinator, plan well to meet the needs of individual pupils. They match work carefully to their levels of attainment. They brief and deploy support staff well. This results in pupils making good progress.
25. Teachers' subject knowledge is good. They have an extensive knowledge and understanding of the subjects they teach. They use effectively language specific to the subject that they are teaching. This helps pupils to develop a good understanding of the subject. For example, in a music lesson the teacher used the correct musical language such as 'chord' and 'treble' and 'base clefs'. She referred to these consistently during the lesson, ensuring that the pupils learned the meanings. However, whilst teachers focus on the key words needed for the subject at the beginning of the lesson they do not always return to check that the pupils know them at the end of the lesson. For example, in mathematics whilst the vocabulary to be used was planned into the lesson, it was not regularly reinforced to ensure that it had been learned.
26. Teachers are effective in teaching to their strengths and this is seen in the parallel classes where the teachers give one another good support in planning lessons. Specialist teachers of musical instruments are welcomed to the school and give a significant number of pupils extra support in their instrumental tuition. The teachers clearly understand the need to develop the pupils' learning through carefully structured work and generally they challenge pupils well. For example, in a Year 6 mathematics lesson the pupils were challenged throughout by the teacher's very secure knowledge of methods of multiplication and division. The consequence was that the pupils responded well to this interesting and challenging lesson and so their

pace of learning was fast.

27. Planning is good. The teachers in the reception classes plan very well in all of the areas of learning for young children in the Foundation Stage. In literacy and numeracy the teachers plan very closely to the structured frameworks of the national strategies. This is a strength of their work. Teachers set out clearly what it is they expect the pupils to learn during the lesson. They share this with the pupils at the beginning of the lesson. This is a consistent feature of teaching throughout the school. In most lessons teachers revisit the aims that they have planned and remind the pupils what it is they are to learn. This ensures that pupils have a very clear understanding of what they are learning and the expectations of the lesson. However, whilst in the plenary sessions of lessons teachers always look at what pupils have done, they do not always discuss with the pupils whether or not they have achieved what it was intended that they should learn.
28. Teachers' expectations of the pupils and their work are good. Teachers question pupils well and work is mostly well matched to pupils' individual needs. They know the high attaining and gifted pupils in their classes and these groups now mostly receive work well matched to their needs. However, in some lessons the teachers' expectations of these pupils do not always ensure enough challenge. For example, in a literacy lesson whilst all pupils were given texts suitable to their ability, the groups for guided reading were too large for each pupil to be sufficiently challenged in the questioning and discussion session.
29. Pupils work well in groups, pairs and individually. Teachers encourage them to concentrate on their work and not to waste any time. Pupils collaborate well in class and listen to each other as they discuss their work. Pupils are prepared to be critically supportive of each other as they deliberate about their work and talk about improvements. The very good relationships in lessons between pupils and adults adds to the quality of the work produced and the way in which pupils learn. Teachers' expectations of the pupils are particularly high in the Foundation Stage and at the end of Key Stage 2 where the teachers set demanding challenges for pupils. Teachers expect pupils to work hard and to the very best of their ability. However, whilst teachers plan some opportunities for pupils to extend their learning independently and pursue topics of interest for themselves, there is room for teachers to develop this aspect of the curriculum further.
30. Teachers organise their lessons efficiently. They group pupils effectively and this helps them to learn well. Staff use the format of the literacy and numeracy lessons effectively to support teaching in other subjects. They use cross-curricular links well. Teachers plan for pupils to use information and communication technology effectively in some subjects, for example in music and some literacy lessons. However, computers are generally underused as a tool supporting other subjects
31. The management of pupils throughout the school is very good. Consequently, pupils work in a busy, interested and active manner. Teachers use good strategies to manage pupils' behaviour. There are clear procedures to deal with pupils who find it difficult to behave well. These procedures are used consistently throughout the school. Teachers work hard to engage pupils' interest and this results in pupils having good attitudes to their work.
32. Teachers organise time and resources satisfactorily. They keep the pupils actively involved in their lessons. Teachers begin lessons punctually and encourage pupils not to waste time. They allocate time for pupils to think about their tasks and consolidate their work. They use a wide range of resources safely and to good

effect. For example, teachers use overhead projectors effectively to display text for whole class teaching and group work. They teach pupils to use tools safely. For example, in a Years 5/6 lesson the teacher demonstrated, alongside the pupils, how to use a modelling knife correctly. Teachers use their extra classroom support satisfactorily. A new initiative means that there is now more learning support assistant time available, particularly in Key Stage 2. In a small number of lessons the pace is slow and pupils' productivity drops, which results in a reduction in progress.

33. The quality of day-to-day assessment is good. Teachers question pupils effectively to assess each individual pupil's grasp of the concepts being taught. They mark pupils' books regularly in an encouraging and supportive manner. However, marking does not consistently give guidance to pupils and tell them what they are to do next to improve the quality of their work. The day-to-day assessment of pupils' individual levels of attainment is now systematically and consistently recorded in the Foundation Stage and Key Stage 1. This system is developing throughout the school. Teachers are beginning to use the information gathered to evaluate the success of their lessons and make adjustments in light of their findings. Teachers set a variety of homework. Pupils have reading, spelling and mathematics regularly. However, the school has identified the need to review the homework policy to provide consistency throughout the school.

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

34. The school has an appropriate statutory curriculum in place and overall it offers a satisfactory range of learning opportunities. The spiritual, moral, social and cultural development of the pupils is a strength of the school. The school has made improvements since the last inspection report and maintained good provision. Its aims clearly reflect its pride in developing an ethos based on Christian principles.
35. The curriculum for children under five is based on the nationally agreed Early Learning Goals and is planned to provide a relevant, well-balanced curriculum that takes account of the needs of young children. The planned activities offer children the opportunity to develop a wide range of skills and provide a good foundation for work in Key Stage 1.
36. Curriculum provision is satisfactory at Key Stages 1 and 2. In response to the last inspection report there has been an extensive review of the curriculum and the roles and responsibilities of staff. All areas of the curriculum have a co-ordinator, with a defined role to play in developing the subject. Sound policies have been written or updated for all subjects and a variety of procedures. Detailed schemes of work have been developed for all subjects and are mostly effective. These have been rewritten, or are in the process of being rewritten, to take into account any changes that are needed to comply with The National Curriculum 2000. These schemes of work provide guidance for the appropriate level of learning expected for the age and ability of the pupils from Year 1 to Year 6 within each subject. From these schemes of work teachers plan appropriate tasks. The significant curriculum gaps identified in history, geography and mathematics during the last inspection have been eradicated. Homework is set appropriately, with regular reading encouraged at Key Stage 1 and 2. Additionally, towards the end of Key Stage 1 and in Key Stage 2 pupils consolidate or prepare for classroom learning in literacy and numeracy. The school is developing procedures to ensure consistency in the homework given.
37. All National Curriculum subjects, religious education, personal and social education and citizenship are taught and the school meets statutory requirements except in

information communication technology. At both key stages the school provides a curriculum that is well-planned, broad and balanced except in information technology, Key Stage 2 design and technology and some weaknesses in art. Significant gaps in the provision of information technology and design and technology were identified in the previous inspection. For these subjects, the revised schemes of work are in place, but have yet to make real impact to ensure that pupils make satisfactory progress and develop all the skills required. There are particular strengths in the establishment of the literacy strategy and the high profile given to investigative work in science. These are having a positive impact on pupils' standard of work. The numeracy strategy has been satisfactorily introduced, with successful setting of classes into ability groups at Key Stage 2. Further development is required in the 'mental and oral skills' aspects of numeracy. Within the curriculum in general insufficient opportunities are made for independent learning, particularly in Key Stage 2.

38. There is good provision for pupils with special educational needs. Teachers, with the support of the Learning Support Co-ordinator and in consultation with parents, produce relevant individual education plans for these pupils. Learning support assistants provide a good level of support within lessons and have a positive impact on the good progress made by pupils with special educational needs. A lunchtime club – 'the super spellers' – helps pupils identified as having a specific need and supports their progress well.
39. The school provides a satisfactory curriculum for personal, social and health education. For children in the Foundation Stage there are planned opportunities for them to learn, play and work together. However, opportunities to develop fine and gross motor skills in play are limited by the resources available. Circle time is used effectively with young Key Stage 1 pupils. Topics are appropriately taught in specific personal, social and health education lessons or in science. For example, Year 2 pupils consider healthy eating in a science topic. Lessons include sex education and awareness of the dangers of drugs and personal hygiene for pupils in Year 6. The school nurse is involved in these sessions. The content and organisation of the curriculum are socially inclusive and ensure equal opportunities for learning.
40. Well-attended extra-curricular activities are held before school starts, in lunch breaks and after school. A satisfactory range of activities is offered to pupils over the year including football, cricket, netball, orchestra, choir, recorders and a design and technology club. Peripatetic teachers enrich musical activities. The school actively promotes participation in competitive sports and musical activities. Year 6 pupils have the opportunity to take part in a residential visit. A variety of day visits and visitors enhance the curriculum. Year 6 pupils are given the opportunity to have cycle training and young pupils are given road safety training with a road safety officer.
41. There are satisfactory links with other local schools. Visits and positive links are made with local playgroups to ensure that children have a happy transition to school and that early years' teachers know the children. Links are made with one local secondary school to promote careful transfer. The school takes part in music and sporting activities with local schools, the Essex Drug Project and a project for more able pupils.
42. The school's links with the community are satisfactory overall. The school has very good and extensive links with the church of St. Peter. The vicar takes assemblies each week, the pupils attend church at least four times per year and a church/school liaison group meets termly to improve all round communication. The school choir

has sung in the Brentwood Centre with a local choral society. Sporting links have been strengthened with local cricket and football clubs. Sponsorship for gardens and towards the planned computer suite has been obtained from local businesses. Environmental links with South Weald Park rangers have enhanced several curriculum areas. Aspects of citizenship are underdeveloped at present but the school has plans for future development.

43. Pupils' spiritual development is good. Assemblies are appropriately viewed as the context for recognising and reflecting upon important issues. Assembly themes are largely of a Christian character and are planned well to incorporate aspects of other faiths, celebrations and moral issues. The theme 'God's wonderful world' gave pupils good visual stimuli and actively involved them. For instance, small soft toys were sorted into categories. This was a good example to young pupils that children too are the 'same', but have features that are 'different'. Pupils gain insights into values and faith through assemblies and church Eucharist services. Good reflective time is given within assemblies and in classroom prayers at the end of each day, with guidance by teachers to think about faith, the natural environment, their own lives and the lives of others. A sense of joy is developed well within science lessons as pupils take part in practical activities, for example, in the excitement of displacing water with air in a Years 5/6 class. Joy is reflected in the pupils' musical activities, which emphasise celebration. The pupils have good opportunities within lessons to reflect in a thoughtful way about the feelings of others when in difficult situations. Examples of this are shown in pupils' writing about 'being' an evacuee during the war and in poetry about people during this time.
44. Moral development is good. Teachers encourage pupils of all ages to consider the principles of good behaviour and to draw up a list of class rules together. Pupils are encouraged to respect each other and to behave sensibly. Teachers and other adults are good role models and are committed to valuing pupils' work, ideas and opinions. Moral issues are explored well in personal and social education time and in assemblies. Pupils have a good understanding of 'right' and 'wrong'. For instance, it was noticed during the inspection that pupils say 'Sorry' for even minor issues and there was a gasp of horror in an infant class when one pupil took something without permission. Teachers help pupils to have a good understanding about why certain behaviour is unacceptable and praise is given frequently for good behaviour. The school council is beginning to be a strong feature of the school, providing good opportunities for the development of citizenship skills for Year 6. The staff respect the decisions made by pupils at these meetings.
45. The provision for pupils' social development is good. Relationships between pupils and between pupils and adults are strengths of the school. Pupils are confident working with different groups of pupils in mixed ability activities or in ability groups for such lessons as literacy and numeracy. In both key stages pupils adapt well to working with different adults, for example classroom assistants or a different teacher for numeracy. Teachers value pupils and are sensitive to all pupils' needs. This is shown in the pupils' willingness to contribute to lessons and in the way they feel comfortable to give answers, even if not totally sure that they are correct. Pupils work together well as teams, particularly in gaining points for their house team each week. In the early years pupils are taught to take turns. Good opportunities are given for pupils to work together co-operatively and collaboratively, for instance, in groups for science activities. The residential visit in Year 6 provides opportunities to live, work and play together and plays a useful and important part in the social area of development. There are monitors within classrooms and some Year 6 pupils take on areas of responsibility around the school. However, although some pupils are given greater responsibility for tasks and more opportunities are given for

independence within their own learning since the last inspection report, this aspect is still underdeveloped. Pupils are concerned for others and are active in raising money for a charity, which the pupils choose for themselves each year.

46. The provision for cultural development is satisfactory overall. It has improved since the last inspection, particularly in links with history, geography and music. Pupils have a rich experience of their own culture through visits, for example, to the London museums and the Henry Moore Centre. Visitors such as a Shakespearean performer add to this experience. Another example is when pupils become completely immersed in Victorian life as they dress up for a day and carry out activities to compare their life now with that of a hundred years ago. The school has taken positive steps to promote pupils' understanding of other cultures. In history the oldest pupils are beginning to have a clearer understanding of Aztec life and the younger juniors have made satisfactory studies of the Ancient Greeks. First-hand experiences are used effectively to support pupils' understanding. For example, young infants enjoy learning about Indian food and clothing as part of an afternoon dedicated to the life and culture of the sub-continent. Other visitors guide pupils' knowledge and understanding of other cultures. These include a musical duo who entertained pupils with multicultural rhythms from Africa and a group who added greatly to the Aztec project by demonstrating craft, art and dance as well as the history of Mexico. There are opportunities to learn about other faiths and cultures but as yet the contribution made by these to our society could be developed further. For example, there are missed opportunities in art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school cares well for its pupils and the atmosphere is supportive and friendly. Pupils confirm this, saying they are happy that there are adults who listen to them if they are worried about any aspects of school life.
48. A good example of how pupils are listened to is through 'Bubble time' where pupils can ask to see their teacher privately at lunchtime to talk over various matters. This is especially useful when pupils are adapting to new classes and new friendships. In another class a 'Feelings' booklet completed at the start of the day allows the teacher to informally gauge how pupils are settling in. 'Friendship Groups', a lunchtime group, not seen in action due to the timing of the inspection, is spoken of very highly by all concerned; pupils, parents and governors. This is where pupils who find it hard to socialise, meet together, play games and discuss ways of making and keeping friends, such as by looking out for each other in the playground.
49. Child protection procedures are good and there are two trained members of staff. Health and safety is of the same good standard, with a new detailed policy in place. Clear notices in all classrooms inform staff of the school's procedures, for example, how accidents should be recorded and who is ultimately responsible for health and safety in the school.
50. The school is making a sound start on a structured personal, social and health education (PSHE) programme, including citizenship and drug awareness education. This is an improvement since the previous inspection when the programme was more informal. In lessons seen during the inspection PSHE was making a positive contribution towards helping pupils think through various situations that face them as part of every day life, such as the need for rules and the importance of making the right choices.

51. Parents are pleased with the standard of behaviour in the school. Behaviour is very good and staff are experienced in taking a positive approach to encourage high standards. For those few pupils who seek attention and find concentration more difficult, learning support assistants keep a watchful eye and help support them with quiet words of encouragement. The school has recently been working on ensuring consistency in the way behaviour is handled, with a good degree of success, and a new draft positive behaviour policy is being trialled. As part of their desire for consistency the handing out of headteacher's awards has been analysed to ensure fairness all round.
52. Midday supervisory staff have attended a course, during the inspection week, to help them encourage pupils to play constructive games during the lunch-break. There is also a good range of play equipment for pupils and an interesting playground and field. By ensuring pupils are well occupied (and the work of the School Association has been instrumental here in raising money for equipment) the school is helping to maintain a good standard of behaviour at lunchtimes. School records show that there is little bullying and the draft behaviour policy includes an appropriate section where staff undertake to listen to pupils and act with care.
53. The schools procedures for monitoring attendance are good. There has been a tightening up of procedures over the last few terms, with more specific information in the prospectus about the importance of attendance, together with reminders in newsletters. As a result, pupils' attendance rate has risen slightly when compared to last year.
54. Arrangements for assessing pupils' attainment and progress are satisfactory overall with some good features, particularly in mathematics and English. The school has improved its procedures to assess pupils' attainment considerably since the last inspection. Teachers have a clear understanding of the levels of attainment in National Curriculum subjects. Detailed portfolios of pupils' moderated work give suitable examples of attainment in mathematics and English. The other subject co-ordinators are in the process of producing similar exemplar material to usefully support teachers' judgements, alongside some standardised test material. Each term pupils are assessed in English, mathematics and science and annually for other subjects. Targets are appropriately set in each of these core subjects. These targets feature in the consultation meetings between teachers and parents each term and in the annual report on pupils' progress and attainment. These assessments provide a clear basis for ability groups within classes for English and mathematics and setting for mathematics in Key Stage 2. They are reviewed half-termly to ensure that each pupil continues to have an appropriate curriculum.
55. The school is beginning to carefully analyse the data from baseline assessments, end of key stage assessments and annual assessments to ensure that pupils are making sufficient progress and to predict future targets. Daily assessments in English and mathematics help towards the subsequent planning of lessons well. All subjects have assessment arrangements in place from this term, including simple but useful observation sheets for activities in the Foundation Stage and Key Stage 1. However, because most of these procedures are new they are not yet consistently informing planning. All work is marked regularly, often with suitable praise. Although it was observed in classes that some teachers give good verbal feedback about pieces of work, written constructive targets are not consistently given at any key stage.
56. Many parents voiced concern about the way pupils are reorganised into new classes each year with, they felt, little consideration of friendship groups. They are not happy

that often friends are parted and feel this system is unsettling for their children and does not help their personal and social development. This was compounded this year by an additional reorganisation when the new classroom was opened. Parents felt there was an undue amount of 'secrecy' surrounding the whole issue of class reorganisation. The school understands the reason for parental concerns and plans to review the criteria for class reorganisation and to communicate this to parents more effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. This is a popular school where parents are very involved in all aspects of school life. Parents make a significant contribution to the quality of education. They raise large amounts money, help in classes, give support to pupils at home and have a management role as governors.
58. The strong partnership with parents referred to in the previous inspection has been maintained, although the degree of negative replies to some aspects of school life are still present. Parents have very high expectations of what the school should be providing. The issues raised at the parents' meeting with inspectors and the large number of returned questionnaires and written replies show that the school does not fulfil all of these. Taking into account the strongly held views expressed both for and against several aspects of school life, overall, there is a sound degree of satisfaction with what the school is providing.
59. There were more negative comments than positive ones enclosed with the questionnaire. Positive comments praised the improvements in the school over the years and the strong leadership of the headteacher. Concerns included parental dissatisfaction with some aspects of the teaching, the school not being approachable, a lack of extra curricular activities for older children, concerns about the current system for class organisation (referred to in paragraph 56) and a lack of information for parents. Similar views were echoed at the parents' meeting.
60. Parents are very pleased with the quality of leadership and management in the school and they hold the headteacher in high regard. They appreciate his 'open door' policy at the beginning and end of the day when they can air views and ask questions. The results of the pre-inspection questionnaire show that parents agree the teaching is good quality, they agree their children are making good progress and that the school has high expectations of the standard of pupils' work. They are happy with the standards the school is achieving. Parents also recognise and appreciate the good standard of behaviour in the school. Inspectors confirm parents' positive views in all of these areas.
61. A significant minority of parents (almost one third of those who replied) does not feel well informed about progress and they do not feel the school provides a satisfactory range of activities outside lessons. A quarter of those who replied do not feel the school works closely with parents and one fifth do not feel their child receives the right amount of homework.
62. Inspectors looked very closely at the following areas of school life where parents specifically expressed concerns:
63. Amounts and frequency of homework:
Inspectors judge the quality of homework in the school as being satisfactory and similar to that found in many primary schools. The school sent out a questionnaire to parents after one specific piece of homework last year to find out what parents

thought about it and how pupils had coped. They plan to repeat this exercise again and this is a good example of the school consulting parents about the curriculum. The homework policy is out of date and is not a true reflection of current practice. In this respect some parents are not well informed about what their child should be receiving and how long homework should be taking, although information is given verbally to those parents attending information evenings.

64. Information about progress:
The quality of information parents receive about their children's progress is good and is explained in detail below in paragraph 70.
65. School working closely with parents:
The school does work closely with parents. For instance, in the way the headteacher is accessible each day, the availability of teachers to see parents by appointment after school, in the large numbers of parents who help in classes, in the successful work of the School Association and in the close working partnership between the school and parents who are governors. Teachers are not usually available to see parents before school starts in order to ensure lessons start promptly and that good use is made of all teaching time.
66. Range of activities outside lessons:
There is a satisfactory range of activities outside lessons, similar to that usually seen, taking into account the size of the school. These involve pupils from Year 2 upward, generally focusing on pupils in Key Stage 2.
67. The schools' links with parents are effective and there is a good range of information for parents to keep them well informed about school news and more specifically about the progress of their child. Parents' evenings are held every term and for those parents who feel they need a longer conversation with teachers they are available for further consultation by appointment. End-of-year reports (known as Annual Statements of Achievement) are of a good standard with comments specific to the individual child. Phrases such as 'he is now using a dictionary more often' and 'she has had some difficulty in writing with a pen but has persevered' reflect the teacher's good knowledge of their pupils' academic progress. Personal targets in English and mathematics, for example, to 'check results of calculations and consider if they are plausible', are clear and focused. These targets are shared with parents during the autumn term parents' evening.
68. There is a good range of newsletters provided for parents. These range from informative and welcoming headteacher's regular editions, School Association editions and innovative governing body updates. The excellent Governors' Annual Report, a model of good practice, reflects well the very good management that governors provide. Simple ideas such as a noticeboard in the playground, updated with the day's news, is an effective way of communicating with those parents who collect their child from school. Very well attended coffee mornings held with a curriculum focus such as investigative mathematics help parents to gain an insight into what is actually being taught in the classroom. This is in addition to the termly curriculum information letters that give a clear insight into what is to be taught. Parents of pupils with special educational needs are kept fully informed about their child's progress. They are involved in the setting and progress towards specific targets from the child's individual education plan. This positively supports the good progress made by these pupils.
69. Parents make a very good contribution to their child's learning both in school and in the home. Large numbers of parents help in classes, although none were in school

during the inspection week due to its timing at the beginning of term. There is always a very good turn out at parents' evenings and other meetings, with most families represented. Many parents are interested in education and support their child very well by extending learning into the home. They provide regular help for homework such as reading and spellings and most are able to provide access to different sources of information for research work.

70. Significant sums of money, well in excess of amounts usually seen, are raised by a well organised School Association who work very hard so they can purchase extra school resources. Recent purchases include equipment for the 'home corner' and overhead projectors; the refurbishment of the library is the next planned project. The very good quality parental involvement in the work of the school is a major contributory factor to the good standard of education the school is providing.

HOW WELL IS THE SCHOOL LED AND MANAGED?

71. The leadership and management of the school are good. This is a significant improvement since the previous inspection when it had serious weaknesses in this key area.
72. The improvement is directly related to the inspirational leadership given by the headteacher who was appointed in January 1999. He has a clear vision and manages change effectively. Staff feel valued, teaching has improved, standards are higher and the role of governors has been developed. Parents recognise the improvements in leadership and management.
73. Teachers have clear job descriptions. They agree yearly targets with the headteacher who has established systematic monitoring of teaching and learning. A policy ensures that all teachers are familiar with the quality of teaching required. This has resulted in improving the standard of teaching. The previous inspection judged teaching to be unsatisfactory in over a third of lessons. Teaching is now good. During the inspection there was no unsatisfactory teaching.
74. Curriculum leaders effectively monitor planning and analyse attainment. They have ensured that policies and schemes of work are central to teachers' planning. Targets are set for pupils based on prior attainment. Most pupils are now achieving above average standards in English, mathematics and science. There is a shared commitment to maintain improvement. However, teachers with expertise in information communication technology, art and design technology are not used effectively to support colleagues in raising attainment in these subjects.
75. The headteacher is well supported by the deputy headteacher. The establishment of a senior management team has improved communication within the school. Priorities are discussed at weekly meetings and shared with staff through key stage meetings. The team makes a positive contribution to the management of the school and shares the headteacher's commitment to improvement.
76. The ethos of the school is very positive and the learning environment supportive. This is reflected in the very good standards of behaviour and very good relationships that prevail throughout the school. The school is successfully meeting its published aims that are shared by teachers, pupils and parents.
77. The governors have developed their role significantly since the last inspection. They fully meet their statutory responsibilities and have established an effective committee structure for curriculum, personnel, premises and finance. Each committee has clear

terms of reference and reports regularly to the full governing body and to parents through an informative and very well presented annual report. The governors have expertise in special educational needs, mathematics, literacy and finance. They analyse attainment and are fully involved in school development planning. They are well prepared for the introduction of performance management and attend relevant training courses. They systematically visit the school to monitor teaching and learning and share observations with the headteacher and staff.

78. The school development plan is central in giving direction to staff and governors. There is discussion on priorities, time-scales and financial implications. The plan includes criteria by which success can be judged. A staff development programme has been established which is directly related to the priorities of the school and the individual needs of teachers to develop their expertise. This ensures that finances are used effectively to improve standards of teaching and the quality of learning. Governors have been involved in training for numeracy, literacy and special educational needs.
79. The school has established effective systems to monitor pupils' progress and analyse attainment. Records of assessments are used to track pupils' progress. The school recognised the need to challenge the more able pupils and has introduced a setting arrangement in Key Stage 2. This has been successful and ensured that more pupils are now achieving above average standards in English and mathematics.
80. Systems are in place to support the induction of new staff. The shared commitment to improvement, the overall improvement since the previous inspection and the quality of teaching confirms the school has the potential to be an effective provider of initial teacher training.
81. The school's provision and system for financial planning, control and administration are very efficient. This is confirmed by the auditors' report. The governors' finance committee receives regular budget summaries. They are fully involved in all major spending decisions. They ensure that best value for money is obtained. The decision to subscribe to a consortium manager has resulted in the school receiving better value in respect of the purchase of goods and services. The governors agreed with the headteacher a large expenditure of £38,000 on resources in 1999. New classrooms were equipped, furniture replaced and additional resources provided for English and numeracy. These initiatives have helped to create a purposeful learning environment and contributed to raising standards in literacy and numeracy.
82. Funds received for pupils with special educational needs are used effectively to provide additional support. These pupils make good progress because of the individual support they receive. The school receives additional funds to support government initiatives. All of these are used effectively to improve management, teaching and the quality of education.
83. The school has an appropriate number of teaching staff for the number of pupils on roll. All teachers are suitably qualified and there is a good blend of experience. Collectively, they provide a good level of expertise. Teachers with parallel classes plan together to ensure pupils receive a similar curriculum and standards of teaching and learning are raised as a result. Learning support assistants are suitably qualified and receive appropriate training. They work closely with teachers and make a positive contribution to supporting teaching and learning. They are particularly effective in supporting groups when pupils have been identified as having need for additional support in numeracy and literacy.

84. The administrative staff are very efficient and provide a warm welcome to school. They contribute to the smooth running of the school. Staff and pupils respect the contribution of the caretaker. He ensures the school is well maintained and together with the cleaning staff keeps the school in a safe and clean condition. The midday staff ensure pupils are well cared for during the lunchtime.
85. The school has good accommodation. The recent additional classrooms are well designed and linked effectively to the main building. All classrooms are carpeted and enhanced by new furniture. Very attractive displays in the passageways and classrooms are a feature of the school and support all areas of the curriculum. There is good provision for outdoor play. The previous inspection identified the need to develop this area to give pupils more opportunity to do something. The playground area is marked with a variety of games to stimulate pupils' interest. A range of picnic tables and benches have been provided. The school has a well-maintained swimming pool that enhances pupils' learning in physical education. The school library has adequate books but because of limited storage and study space it fails to stimulate pupils' learning.
86. Overall, learning resources are adequate. There are weaknesses in information technology, design technology and in the lack of constructional apparatus for younger pupils. The school recognises the need to improve resources for information technology and have allocated funds from the National Grid for Learning for this priority. There is a lack of resources for design technology. Pupils do not have sufficient opportunity to use a wide enough range of tools and materials. The present resources are very limited and not accessible to pupils. Younger children do not have access to a wide enough range of construction kits and outdoor play equipment. This restricts their creative and physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

87. To further raise the standards achieved by pupils, the governors, headteacher and staff should now:

(1) raise the overall standards of attainment in information communication technology throughout the school, by:

- ensuring all aspects of the subject are taught in sufficient depth and that statutory requirements are fully met;
- providing appropriate in-service training to improve teachers' subject knowledge and confidence in the use of information technology;
- ensuring appropriate resources are available so that all aspects of the subject can be taught;
- developing strategies so that all pupils have more opportunities to use information technology in all areas of the curriculum;
(paragraphs: 4, 6, 30, 37, 86 and 156-161)

(2) raise the overall standards of attainment in design and technology, particularly at Key Stage 2, by:

- ensuring pupils progressively develop their understanding, knowledge and skills in both the designing and making aspects of the subject;
- providing appropriate in-service training to improve teachers' subject knowledge and confidence in the subject;
- ensuring appropriate resources are available so that pupils have access to a wide range of tools and materials.
(paragraphs: 6, 37, 86 and 138-143)

In addition to the above key issues, the following less important areas for development should be considered for inclusion in the action plan. They are indicated in the inspection report in the following paragraphs:

Area for development	Paragraph/s
Improve teachers' strategies so that the teaching of mental and oral skills in mathematics is more effective.	6, 23, 37, 117
Develop pupils' independent learning and research skills, including library skills.	7, 29, 100, 103
Improve resources for children in the Foundation Stage (large apparatus and construction kits).	86, 97
The marking of pupils' work.	33, 55
Homework - its use and frequency and information for parents.	33, 63

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	16	46	38	0	0	0

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

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)	273
Number of full-time pupils eligible for free school meals	6

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	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	22	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	21	24
	Girls	21	21	22
	Total	44	42	46
Percentage of pupils at NC level 2 or above	School	96 (100)	91 (100)	100 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	22	22	22
	Total	45	46	46
Percentage of pupils at NC level 2 or above	School	98 (92)	100 (97)	100 (95)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	23	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	17
	Girls	20	20	19
	Total	36	37	36
Percentage of pupils at NC level 4 or above	School	84 (79)	86 (85)	84 (88)
	National	70 (65)	69 (65)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	19	19	19
	Total	34	35	35
Percentage of pupils at NC level 4 or above	School	79 (90)	81 (86)	81 (90)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	2
White	265
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)	12.8
Number of pupils per qualified teacher	21
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	71

Financial information

Financial year	1999/2000
	£
Total income	558,879
Total expenditure	568,911
Expenditure per pupil	1,866
Balance brought forward from previous year	23,351
Balance carried forward to next year	13,319

Results of the survey of parents and carers

Questionnaire return rate 58.75%

Number of questionnaires sent out	320
Number of questionnaires returned	188

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	36	5	2	0
My child is making good progress in school.	45	45	7	0	3
Behaviour in the school is good.	48	48	2	0	2
My child gets the right amount of work to do at home.	29	50	16	4	1
The teaching is good.	47	48	3	0	2
I am kept well informed about how my child is getting on.	22	45	28	4	1
I would feel comfortable about approaching the school with questions or a problem.	53	35	8	5	0
The school expects my child to work hard and achieve his or her best.	56	40	3	0	1
The school works closely with parents.	25	49	22	4	1
The school is well led and managed.	49	47	2	0	2
The school is helping my child become mature and responsible.	46	45	5	1	3
The school provides an interesting range of activities outside lessons.	21	40	24	9	7

Totals for each question may not equal 100% as a result of rounding off of numbers.

Other issues raised by parents

Several parents raised concerns over the school's procedures for transferring pupils to their new classes at the end of the summer term and the effect on their children's social development.

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

88. The school admits children three times a year. Children start at the beginning of the term in which they are five. They join the reception class part-time for the first two weeks of term and then attend full-time. At the time of the inspection there were five children under the age of five. By the end of the inspection they had been in school for seven mornings. Currently, they work alongside the youngest Year 1 pupils, who have had only one term in school. This system provides good role models for the newcomers and gives the Year 1 pupils further opportunities to meet the goals set for the Foundation Stage and start their Key Stage 1 programmes of study.
89. The vast majority of children enter the reception class from nursery or other pre-school provision. Most children have levels of attainment above what can be expected for the age group in all areas of learning except personal and social skills, where attainment is average.
90. The reception class is very well organised and provides a stimulating and exciting learning environment into which children settle very quickly. It has a calm, purposeful atmosphere, particularly suitable for children's early introduction to school routines. Language and literacy skills are mostly well developed and this has a positive effect on children's process. The children make rapid progress in all areas of learning in their first year at school, particularly in their personal and social skills. By the end of the reception year most children exceed the set goals for the age group and are clearly ready to begin the National Curriculum as they enter Year 1.
91. Activities for the Foundation Stage are very well planned. Teachers have worked very hard to adjust the schemes of work to match the new learning goals for the areas of learning for children in this stage. The planned curriculum is very broad, well balanced and relevant to the needs of the children. It is accompanied by very good assessment and recording systems. At the time of the inspection teachers were seven days into the new planning system, but already it shows positive signs of successfully progressing children through the 'stepping stones' of the Foundation Stage.
92. The quality of teaching for the children in the Foundation Stage is consistently good and often very good in all areas of learning. All adults work very effectively together as a team. They use language very well. This ensures that by the start of Key Stage 1 children have made good progress in the communication skills of speaking and listening. The staff teach specific skills such as using pencils, paint brushes and other equipment correctly. They place emphasis on encouraging pupils to work independently, make sensible choices and organise their personal lives. The reception staff have suitably high expectations of work and behaviour.

Personal, social and emotional development

93. At entry to reception children have satisfactory personal and social skills. Although some share and take turns amicably, others are still very egocentric and have not learned to share equipment or play with other children harmoniously. Several children are not used to organising themselves and find it difficult to order their own routines or act independently from adults in tasks such as toileting and dressing themselves. All adults have high expectations of the children. This helps them to settle very quickly into the security of the reception class. Most children show good levels of concentration and take pride in their work. For example, when learning

songs in a music session they join in well and stay interested until the end of the session. By the start of Year 1 children have attained the early learning goals for this area.

Communication, language and literacy

94. Children start school with good communication skills. They make rapid progress supported very well by the very good quality teaching and the provision of suitable opportunities for the acquisition of language and reading skills. Children extend their language skills through the very good quality speaking and listening opportunities that teachers provide. For example, children listen very carefully to each other and their teachers at registration times when they discuss toys or artefacts brought from home to 'show and tell'. Staff develop and extend their language skills further through a careful selection of books, stories and opportunities for role-play in the 'animal hospital'. By the end of the Foundation Stage children's attainment has exceeded the goals for this area of learning.

Mathematical development

95. The provision for children's mathematical development is good. Children make good progress and by the end of their first year the majority exceeds the goals set for the age group. They enter the reception class with good skills and by the end of the year they have good understanding of shape, space and number. Staff use many incidental opportunities well to encourage children to develop counting skills and learn about simple mathematical ideas. They provide activities to ensure that children practise the skills they learn. For example, they encourage children to search for triangular and square shapes in objects around the classroom.

Knowledge and understanding on the world

96. The school makes very good provision for developing children's knowledge and understanding of the world. When children start in reception attainment is above standards expected for this age group. Children explore the properties of materials through guided play with water and malleable materials. They investigate and explore their own environment. For example, they feel and taste a variety of fruit whilst blindfolded to see if they recognise them. They investigate what 'bugs' need to live and grow and where they can be found. Teachers introduce children to geographic ideas effectively through topics such as 'weather'. They teach basic computer skills which enable children to use reinforcement programs to support their learning. As a result, children try activities set for them confidently and talk about what day of the week it is, what the weather is like and what they have to do to 'dress teddy on the computer's screen'. By the start of Year 1 most children have exceeded the goals for this area of learning.

Physical development

97. The school makes good provision for children's physical development within the confines of the current resources. Children have many opportunities to use apparatus successfully in the hall and to develop their co-ordination through games and explorative play in the playground. However, there is a limited amount of large construction kits for pupils to develop their dexterity skills and large climbing play apparatus outside for pupils to explore and investigate. The school has recognised this issue and has developed a rolling programme to develop an outside secure play area and to provide more construction equipment. Children make satisfactory progress and by the end of the Foundation Stage have achieved the expected goals for this area of learning.

Creative development

98. The school's provision for children's creative development is very good. Children make good progress and acquire good skills to achieve and exceed the set goals for the age group. Teachers teach children the basic techniques to enable them to use and control materials. They paint well, achieving different tones and use different tools and media confidently. Children sing a variety of songs from memory.

ENGLISH

99. The standard of work in lessons and over time is good and results in above average attainment at Key Stage 1 and well above average at Key Stage 2. Pupils, including those with special educational needs, make good progress during the time that they are in the school. The quality of learning is good and standards throughout the school have been maintained since the last inspection. Teaching, particularly in literacy lessons, is good and results in pupils learning well. The rate of learning accelerates in Year 5 and 6 as pupils use the good basic skills of reading and writing which they acquire through the school more widely in all subjects.
100. Pupils achieve very well in national tests and results are consistently well above average. Currently, standards by the end of Key Stage 1 are above average in speaking and listening, reading and writing. By the end of Key Stage 2 standards are well above average in all aspects of the subject. Reading has a high profile and the school is instilling a love of books and reading in all pupils, although the older pupils' skills of using library systems are under-developed.
101. By the age of seven pupils make good progress in speaking, listening and reading. Teachers give appropriate challenge to all ability groups and this results in good quality learning. The introduction of big books, both fiction and non-fiction, which teachers share with their classes give pupils the opportunity to listen carefully to stories and ask and answer questions. Teachers encourage pupils to answer questions in well-constructed sentences. Year 2 pupils speak clearly and confidently. When reading they use their increasing knowledge of letter sounds, picture clues and context to help them read unfamiliar words. Pupils read their books confidently and accurately. Higher attaining pupils have good ideas about what might happen next in a story and read with expression and appropriate intonation related to the punctuation. Most pupils know what an author is and what an illustrator does and some describe the difference between fiction and non-fiction books.
102. Pupils make good progress in speaking and listening in Key Stage 2 and by the age of 11 pupils' skills are well above average. Teachers plan opportunities for pupils to listen carefully to stories and to each other talking about their work. They organise lessons to enable pupils to debate issues and discuss the work that they have done. They use cross-curricular links well to do this. For example, pupils in Years 3 and 4 debate topics in religious education, such as 'all about me', and then write about their findings. These activities encourage pupils to become confident in putting their point of view forward in front of an audience. By the age of 11 pupils speak out clearly and with assurance, engaging each other and adults in mature conversations. They discuss favourite books and authors knowledgeably and present their ideas in well reasoned arguments.
103. At Key Stage 2 pupils make good progress in reading. Teachers introduce pupils to a wide range of books and authors. As a consequence, pupils develop a love of reading. They begin to build up a bank of favourite authors and seek out their books. Years 5 and 6 pupils select books with care and tackle difficult texts confidently. Pupils read from books by Bill Bryson and Gerald Durrell, with very meaningful intonation, demonstrating good understanding of the text. They pick up quickly on

the humour and understand the nuance of complex phrases. They analyse the style of given text very well and compare the way in which books are written. For example, Years 5 and 6 study the opening paragraphs of books such as 'The Demon Headmaster', 'The Snow Goose' and 'My Family and Other Animals' and discuss whether the author is setting the scene, describing the event or introducing the characters. Older pupils have a mature approach to reading and see its relevance to learning. Consequently, they use it as an effective tool when finding information for subjects such as history and geography, although opportunities to use these skills to undertake independent study are limited. Many pupils are also not sure of the systems used in libraries nor how to go about finding books in different categories. Teachers keep good records to monitor pupils' reading progress. They also use reading diaries, which act as a good two-way dialogue between home and school. The older pupils use these as a record of the books that they have read and as a homework guide.

104. Progress in writing at both key stages is good. Teachers concentrate on teaching the basic skills of grammar, spelling and handwriting in Key Stage 1. They have good subject knowledge and break down the skills that pupils are to learn into small, manageable steps. For example, in a Year 1 lesson the teacher used a variety of methods and resources to introduce words that rhymed. Pupils used a rhyming big book, word banks and drama to match the rhymes. The teacher paced the lesson well to keep all the pupils interested and involved them all in the activities. As a result, the pupils learned quickly because they understood what they had to do and achieved high standards. Teachers use assessment information well to identify where pupils need extra help and quickly adjust the curriculum to overcome the problem. For example, when some less able pupils were identified as underachieving in spelling the school quickly set up booster groups to help them succeed. The extra support given not only helps the pupils' spelling ability; it also boosts their confidence, helping them to achieve better results. Teachers teach pupils to form their letters correctly from the time they start school. They give regular opportunities for all pupils to practise these skills and place great importance on good presentation of written work. Consequently, pupils take pride in their work and the standard of handwriting at Key Stage 1 is high.
105. At Key Stage 2 pupils continue to take pride in and practise their handwriting skills. By the age of 11 the majority of pupils write in a legible, well-formed, cursive style. They make good progress and achieve very high standards. By the time they leave the school most pupils spell accurately and use complex grammatical and punctuation skills most effectively. Teachers guide pupils to write in a variety of styles and encourage them to experiment with different ways of expressing their ideas. Subsequently, by the end of the key stage pupils write very well for particular purposes such as letter writing, persuasive arguments, reporting and composing biography. When writing a story the most able pupils develop and sustain their ideas to reach a conclusion and hold the reader's interest well. They choose words sensitively and for effect. They punctuate their work accurately, using paragraph indentation and speech marks effectively. For example, they write persuasively from different points of view to record debates, create stories from their own imagination and write poetry in different styles.
106. The good quality teaching in the literacy hour results in pupils' enjoying lessons and learning well. Most teachers know the subject well, explain their expectations clearly and make the literacy lesson interesting. This encourages the pupils to take an interest in reading and writing and provides good opportunities for pupils to learn effectively. Teachers maintain good levels of discipline and use encouraging praise to motivate pupils. As a result, pupils behave well throughout lessons. The

expectation of teachers that pupils will listen carefully and work quietly enhances the quality of learning and results in pupils making good progress.

107. Teachers provide interesting opportunities for pupils to develop their oracy skills in other subjects. For example, in numeracy lessons pupils explain the strategies which they use to work out sums. They do this clearly and confidently, thus practising and improving their speaking skills. In plenary sessions in all subjects teachers give pupils the chance to explain their work. They expect the rest of the class to listen carefully to the pupils talking about their work and ask questions when they have listened. This gives all pupils opportunities to learn from each other and to improve their listening skills. Pupils use their writing skills in history to produce accounts of events and their note-taking skills in subjects such as geography to remind themselves of relevant information.
108. The subject is well-managed by the subject co-ordinator who is working hard to raise standards even further. She is involved in monitoring teaching and learning in classes and this is having a positive impact on standards. The National Literacy Strategy has been successfully implemented and is a contributory factor to the maintenance of good standards.

MATHEMATICS

109. Pupils achieve above average standards at the end of both key stages. This is a significant improvement since the previous inspection when attainment was in line with national expectations.
110. In the 1999 tests all pupils at the age of seven achieved the standards expected of their age and a third achieved a higher standard. The 2000 results show that most pupils achieved the expected level and nearly half achieved the higher standard. Inspection evidence indicates that most of the present Year 2 will achieve the national expectation but only a third are likely to achieve the higher level.
111. In Key Stage 2 in 1999 most pupils achieved the standard expected of their age and nearly a third achieved a higher standard. The improvement continued in 2000 when nearly a half of the pupils achieved above average standards. Most of the present Year 6 are expected to achieve standards expected of 11-year olds and over a third are expected to achieve higher standards. There is no significant difference between the attainment of boys and girls.
112. The improvement in standards since the last inspection is directly related to improvements in planning, assessment, teaching and the establishment of the numeracy strategy. Teachers have clear guidance and ensure work is matched to prior attainment. The implementation of the numeracy strategy has been well planned and supported by effective training and additional resources. The quality of teaching has been monitored and strengths and weaknesses have been identified. Assessment is used to match work to pupils' prior attainment and to set future targets.
113. By the end of Key Stage 1 pupils have a secure understanding of place value to 1000. They know how to partition numbers to solve addition and subtraction problems. Most pupils recognise odd and even numbers. They use decimal notation in contexts such as money and temperature. They develop strategies for adding and subtracting numbers with two digits. All pupils show confidence in recognising common shapes and are able to describe their properties. They

have a secure understanding of the measurement of time, length and capacity. They lack confidence in collating, recording and interpreting data and using a computer to enhance learning.

114. By the end of Key Stage 2 pupils show confidence in using the four rules of number. They extend understanding of place value and use decimals with accuracy. Most pupils know multiplication tables but mental recall is not well developed. Pupils are able to check results by different methods and use a calculator with confidence when checking answers. When constructing shapes they use a protractor to draw angles to the nearest degree. They are able to describe isosceles, scalene and equilateral triangles. All pupils show enjoyment in learning and take care with recording.
115. Pupils, including those with special educational needs make good progress in both key stages. Progress is accelerated in Years 5 and 6. The best progress is made in developing methods of computation and understanding of number. The least progress is made in developing pupils' mental and oral skills at the beginning of numeracy lessons.
116. In Year 1 pupils show confidence in counting forwards and backwards. They enjoy lessons and are fully involved when using number apparatus. They show confidence in reading and writing numbers to 20. They recognise and describe the properties of shapes. In Year 2 pupils develop the skill of recording in different ways. They learn how to use tens and units when solving simple shopping problems. In Years 3 and 4 pupils make good progress in understanding addition and subtraction. They recognise simple fractions and use standard metric units of length, capacity, mass and time. In Years 5 and 6 pupils make the best progress. They are challenged to achieve high standards and to solve problems. They are able to convert fractions to percentages and use this knowledge to solve problems. Pupils recognise the reverse operations of division and multiplication. Progress in developing mental computation skills is inconsistent in both key stages.
117. Teaching overall is good but it varies between the key stages. In Key Stage 1 teaching is satisfactory. In Key Stage 2 it is good and occasionally very good in Years 5 and 6. All teachers plan lessons well and use assessment to teach pupils in ability groups. They ensure that pupils understand the target for the lesson and have high expectation of behaviour and application. Pupils respond positively in all lessons, they are eager to learn and are very well behaved. They enjoy working co-operatively and take care with recording. Relationships between pupils and teachers are good. Teachers mark pupils' work regularly but rarely challenge pupils to achieve higher targets. Although the numeracy strategy has been effectively established with daily lessons, teachers are not making the mental and oral sessions at the beginning of lessons challenging or stimulating. Too often pupils answer a question and then take no further involvement. Teachers do not make sufficient use of the resources available to motivate pupils to remain on task and maintain their enthusiasm.
118. When teaching is very good it is directly related to the teachers' own enthusiasm being reflected to pupils. Very effective use is made of time and resources. The teachers challenge pupils to respond quickly, remain on task and suggest alternative strategies to solve problems. In one lesson the teacher skilfully challenged pupils to solve a long multiplication problem before using a calculator to check the answer. When pupils experienced difficulty he reminded pupils of partitioning numbers. He challenged them to think of other strategies before

showing them how using a doubling and halving process to make the operation simpler. By the end of the lesson most pupils could mentally multiply two digit numbers. Teachers throughout the school do not use information technology effectively to enhance pupils' learning. Homework is used effectively and pupils enjoy borrowing mathematical games.

119. The subject co-ordinator has a clear vision. He has attended relevant courses and ensured that all teachers and support staff are well informed. He monitors planning and teaching and gives detailed feedback to colleagues. He recognises the need to provide further support and guidance to develop the mental and oral session of lessons.

SCIENCE

120. At the time of the last inspection in 1997 standards at the end of Key Stage 1 were average. At the end of Key Stage 2 they were above average, though there has been a slight decline in test results between 1997 and 1999. Currently standards are above national expectations at the end of both Key Stages 1 and 2. The school has addressed the decline in standards at Key Stage 2 and attainment at Key Stage 1 has improved.
121. In the 1999 end of Key Stage 1 teacher assessments all pupils achieved the expected standard, Level 2, and four out of every ten went on to achieve the higher standard. These results are well above the national average and indicate a significant improvement since the last inspection. The results for 2000 show a broadly similar pattern. The results of end of Key Stage 2 tests (1999) were average, with a similar proportion to that found nationally achieving both the expected standard, Level 4, and the higher standard, Level 5. The results for 2000 show a significant improvement, with increases in both the proportions achieving Level 4 and Level 5. These results together with evidence from the scrutiny of work from the current Year 6 indicate that standards by the end of the key stage are above average.
122. Since 1997 the school has produced effective guidance for teachers to provide a broad, balanced science curriculum. This promotes suitable activities for the age and ability of its pupils. There is now planned coverage of all the essential ideas and content of National Curriculum science, with satisfactory opportunities for pupils to learn how to carry out scientific investigations. The quality of teaching has improved and as a consequence there is good progress in pupils' learning in most lessons.
123. Inspection evidence indicates that by the end of Key Stage 1 standards are above the national expectation. Pupils, including those with special educational needs, make good progress through the key stage due to good teaching and the use of first hand experiences. An example was seen in the classroom of young Year 1 pupils who were encouraged to make observations about different types of food and fruits they had tasted, to classify them as 'sweet' or 'salty' and to record their findings on a simple table. In another Year 1 class the teacher gave small groups of pupils the opportunity to investigate for themselves whether they could do certain tasks as well with their feet as with their hands, for example to write their name. Sensitive but effective questioning directed pupils to make their own observations and decisions before recording their results on a large class chart. Through stimulating activities pupils understand ways in which heating changes some materials, for example in the cooking of biscuits pupils are guided to recognise changes in food materials. From a scrutiny of previous work about a visit to South Weald Park it was seen that pupils are able to sort the living things found there into groups using simple features.

124. By the end of Key Stage 2 inspection evidence and results of national tests in 2000 indicate that standards are above national expectations and pupils, including those with special educational needs, make good progress overall. Effective teaching, lesson planning and the positive promotion in the school of experimental and investigative science have led to better progress in this key stage by providing more challenge. The result is stimulating lessons. For example, pupils in Years 3 and 4 form an understanding that pushes and pulls are examples of forces when investigating magnets. Some pupils applied the knowledge from the 'given' activity to make a ring magnet hover over another. In Years 5 and 6 pupils demonstrate a clear understanding of the differences between solids, liquids and gases when carrying out an investigation using sand, soil and compost and comparing the air spaces in each using water. Scrutiny of previous work from Years 5 and 6 shows a depth of study of forces including systematic observations and measurement in an investigation of parachutes and gravity. In Years 3 and 4 relevant observations and 'fair testing' are demonstrated in an investigation into finding the strongest paper.
125. Pupils' attitudes to the subject are good and sometimes very good as a result of good teaching and motivation. From early in Key Stage 1 pupils are interested, mainly 'on task' and eager to take part and with clear guidance from their teachers they respond well. Older pupils are enthusiastic, interested and purposeful. They answer questions confidently and contribute freely to collaborative and co-operative investigational work. They show initiative when given the opportunity to do so.
126. The reasons for the improvement in current standards arise from better organisation of the science curriculum, better overall teaching and the purchase of sufficient and suitable resources. The teachers have more secure subject knowledge and are supported well by the subject co-ordinator. The school has written a compliant and useful scheme of work. This has been successfully revised for the Autumn Term 2000 to take account of changes required for Curriculum 2000. The school is at present revising the remainder of the scheme of work. The school effectively organises teachers' planning using the scheme of work. This good planning provides clear learning objectives for lessons. Teachers plan in teams, which ensures a more consistent provision. The co-ordinator, with the senior management team, ensures that there is sufficient time allocation in the long term 'curriculum map' for the work planned. The co-ordinator also has non-contact time each term, which is used well to monitor teaching, teachers' planning and pupils' learning. A whole-school development and understanding of the skills of experimental and investigative science has raised the profile and quality of investigational work in the school. There is a close analysis of end of key stage assessment data and positive measures are taken to improve the performance of pupils and to identify if there are improvements to be made in provision. Formal assessments are analysed well. This helps to identify pupils' individual needs. Targets are set for pupils' expected level of performance in science each year.
127. The quality of teaching is good overall. In Key Stage 1 most teachers have skilled questioning techniques so that pupils have to contribute their own ideas and thinking. Teachers provide good organisation and resources for appropriate activities suited to the pupils' age. They plan interesting, relevant first-hand experiences that provide challenges but are not too difficult for pupils to achieve. There is a good emphasis on correct terminology, for example, 'touch' not 'picking' and 'taste' not 'mouth' in Year 1 work on the senses. There is appropriate recording that is linked to each pupil's attainment in literacy and numeracy. In the best lessons there is good time management and pace. Sometimes pace is too slow in a part of a lesson and pupils lose concentration.

128. In Key Stage 2 an emphasis is again upon practical understanding. Teachers in this key stage demonstrate skilled questioning techniques, which provide challenge for all pupils of all ability levels, including those with special educational needs. This enables all pupils to make good progress. Teachers use good reinforcement strategies, particularly at the end of the lesson, to draw pupils' findings together and to review them at the beginning of the next lesson. They plan well, provide sufficient and appropriate resources and demonstrate a good knowledge of the subject. In the better lessons there are high expectations that pupils will remain on task throughout the whole lesson. Occasionally within lessons the concentration of a few pupils is not maintained on the task set and this reduces their progress. Satisfactory links are made to literacy in the recording of investigations. The provision of scientific vocabulary on the board at the beginning of lessons is particularly good. Satisfactory links are made to mathematics, mainly in graphs of results.
129. Assessment procedures are at present satisfactory. The school has just introduced additional assessment procedures and has plans for more formal assessment to support teacher assessment. Useful pupil profile sheets have been introduced this term on which observations can be recorded to inform assessment. Levels of attainment are entered on the pupils' record sheets and targets are set appropriately for one or two years. These are reviewed annually. A piece of unaided work is put into 'Key' books each year. This is assessed and the level recorded. Learning support assistants are effectively deployed, where available, in Key Stage 1 classes. There is no formal time for homework in science, but sometimes pupils are asked to do research at home. Resources are adequate for the scheme this term. Further resources are planned for future terms to provide sufficient cover for the revised scheme of work. The school has limited information technology resources for science. Although the new scheme of work has identified a number of good opportunities to link science and information technology, it is at present underused. A useful wild area in the school ground includes a pond. There are clear plans for developing this resource with the help of a South Weald Park Ranger.

ART AND DESIGN

130. Standards have been maintained since the previous inspection. Pupils continue to achieve standards in line with national expectations at the end of both key stages. All pupils, including those with special educational needs make satisfactory progress in their learning. However, progress through the National Curriculum is uneven and continues to depend on the knowledge and understanding of individual teachers.
131. In Year 1 pupils develop painting skills by painting pictures of themselves. Their teacher displays these in an imaginative number line. Skills in printing are developed by using letter and number blocks. This also reinforces letter and number recognition. Imaginative skills are developed by using recycled materials to make models. Following a literacy lesson based on the story 'Where the wild things are' pupils made their own wild animals.
132. By the age of seven pupils develop skills in painting, printing, drawing and using collage. They show confidence in painting and their pictures of a visit to South Weald Park illustrate this. They know how to mix primary colours and use a variety of brushes to add detail to pictures. Pupils enjoy printing with natural and man-made objects. They develop a sense of symmetry and can describe a repeated pattern. Pupils develop skills in observational drawing and produce quality drawings of St. Peter's church. When making models they show

confidence in selecting from a range of materials. They have a very limited knowledge of artists but describe their visit to the National Gallery and the work of Van Gogh.

133. By the age of 11 pupils enjoy using their art skills to produce work related to other subjects. In a history project on World War 2 they produce large imaginative posters using painting, drawing and design skills. They recognise the work of J.S. Lowry and describe how he painted scenes from the industrial north of England. They appreciate the skill of a local artist, Brenda Wateridge, whose drawings of St. Peter's Church and the Almshouses are displayed in school. Pupils describe how they use a polystyrene block to print book covers. The scrutiny of work and discussion with pupils indicate that pupils have limited opportunities to develop skills using a wide range of media.
134. In Years 3 and 4 pupils visited the Henry Moore exhibition. This stimulated them to make their own large abstract models using chicken wire, newspaper and mod-roc. They developed drawing skills by using sketching pencils, charcoal, oil-based pastels and crayon to complete work for their own exhibition. Most pupils in these year groups recognise the work of William Morris and describe how he used flowers and plants to form repeated patterns. In Years 5 and 6 pupils enjoy drawing and develop a sense of perspective.
135. The quality of teaching is satisfactory. Since the previous inspection a scheme of work has been introduced which is now central to teachers' planning. The scheme ensures coverage of the National Curriculum. All teachers plan their lessons well and share the learning target with pupils. They have secure class management skills that are reflected in the very positive attitude to learning shown by pupils. Teachers ensure that pupils' work is celebrated and well displayed in classrooms and corridors.
136. Learning is uneven, particularly through Key Stage 2. In some classes skills are effectively taught and the teachers' enthusiasm is reflected in the standard of work produced by pupils. In the best lessons the teachers' personal enthusiasm is reflected to pupils. In a lesson on developing perspective the teacher inspired pupils to want to produce drawings at home. However, a weakness in many lessons is the ineffective use of time. Too long is spent on introductions and not sufficient time given for pupils to develop skills. In one lesson the teacher spent over half an hour explaining the activity. This resulted in pupils losing interest and showing signs of boredom. When they began their activity their enthusiasm returned and they showed a very positive attitude towards learning. Sketchbooks are not used consistently to record the development of skills.
137. The subject co-ordinator has a clear vision. She has developed the school policy and scheme of work and willingly supports colleagues. She recognises that some teachers would benefit from in-service training and classroom support to develop their own subject knowledge.

DESIGN AND TECHNOLOGY

138. Pupils achieve standards in line with national expectations at the end of Key Stage 1, but fail to make satisfactory progress in their learning through Key Stage 2. They do not achieve standards expected of their age by the end of this key stage.

139. There has been unsatisfactory progress since the previous inspection when standards were below the national expectation. In 1997 the curriculum was judged to be unsatisfactory. There was an outdated curriculum policy and no scheme of work. A new policy and scheme of work are now in place. This provides teachers with clear guidance to plan coverage of the National Curriculum, but has yet to impact on practice within the classroom.
140. By the end of Key Stage 1 pupils recognise the importance of design in order to make a product. They use squared paper to design illuminated letters. Simple plans are drawn to show how to make a six-sided stable structure using clay. They show skills in drawing and labelling but do not evaluate the success of their design or model. When designing a coat for Joseph they use their knowledge of repeating patterns. They explore materials by cutting, tearing, folding and joining. They do not understand that triangular shapes are strong and that changing their shape can strengthen materials. Opportunities to follow instructions for building models from construction kits are not developed.
141. By the end of Key Stage 2 pupils experience few opportunities to develop skills in design and making. When constructing a sliding mechanism they show limited understanding of the need for precision when cutting and shaping materials. The scrutiny of previous work shows that pupils design and make string puppets. There is no evidence that pupils develop skills in design by making step-by-step diagrams. They do not evaluate the success of making a model from a design. Pupils are unable to describe how to build structures using single and double triangles to create or strengthen joints. They do not develop an understanding of the similarity and differences between gears and pulleys. Their knowledge of buzzers, switches and motors is not applied to model making.
142. Teaching overall is unsatisfactory. The scrutiny of work confirms that teachers have not systematically developed pupils' skills in design and making. Some teachers lack confidence and the necessary subject expertise to teach the subject successfully. Pupils do not record their designs and evaluations of any models they make. However, in the three lessons observed during the inspection teaching was good. Teachers plan their lessons well and demonstrate secure class management skills. They retain pupils' attention and give clear instructions. Pupils respond well and show perseverance when completing tasks. Teachers recognise pupils' difficulties and give individual support. In a Key Stage 1 lesson the teacher realised some pupils had not understood how to use materials to make a repeated pattern. She stopped the lesson and gave a further explanation that ensured all pupils knew what was expected of them. When older pupils had to follow instructions to build a mechanism the teacher supported pupils with special educational needs to develop their measuring skills.
143. A new co-ordinator has been appointed. She is aware of the need to develop teaching and learning in order to ensure pupils achieve the standard expected of their age. Resources are unsatisfactory. They are not sufficient to ensure pupils have access to a wide range of tools and materials. The school has identified the development of design and technology as a priority for the present year.

GEOGRAPHY

144. Standards by the end of both key stages are in line with national expectations. While only one lesson was observed during the inspection, evidence was gained from talking to staff and pupils, looking at pupils' work from the previous academic year,

displays around the school and a scrutiny of teaching and curriculum plans. Standards have significantly improved since the last inspection report.

145. This improvement has been achieved because the school has responded positively to the issues raised at the last inspection. Clear leadership and guidance by the subject co-ordinator has resulted in the development of a well-structured scheme of work that takes into account the two-yearly cycle of mixed-age classes in Key Stage 2. The scheme is in the process of appropriate further development to align it to the requirements of Curriculum 2000. The co-ordinator is beginning to monitor teaching, teachers' planning and pupils' work. This is aimed at raising standards further but it is too early to assess any impact yet. There is improvement in the quality of teaching and teachers' subject knowledge. Teachers plan well in teams to ensure consistency between classes. Resources are adequate for the first year's planning of the revised scheme. The school has plans to resource the whole scheme of work in the future. At present opportunities in Years 5 and 6 to research information are not fully developed.
146. Overall pupils make sound progress throughout the school, including those with special educational needs. Through a variety of trails such as the School Trail, The South Weald Trail and the Brook Street Trail pupils have a good awareness and understanding of geographical features in the local area. The Year 2 pupils are able to express their views about the village of South Weald and how it could be improved. Pupils in Key Stage 2 make good progress in the aspects of mapping skills and in their knowledge and understanding of such geographical themes as 'rivers'.
147. The youngest pupils in Key Stage 1 are appropriately introduced to maps and globes as they find places for 'Barnaby Bear' to go on holiday. They know that the globe represents the world, that different colours represent countries and that blue is the sea. By the end of the Key Stage 1 pupils have extended their mapping skills as pupils make plans of their journey to school, showing the direction they take. They use simple drawings as symbols to represent features on their plans. The more able pupils extend this activity appropriately to look at alternative routes and compare them. These skills are built upon in Key Stage 2, with pupils in Years 3 and 4 beginning to use initially two figure co-ordinates in classroom plans drawn to scale. They use further knowledge of co-ordinates to find places in the locality using a grid. Maps and plans are aptly compared to aerial views. Pupils in Years 5 and 6 use maps of other parts of the world effectively, for example, in a study of Sweden and use a world map to draw on the lines of longitude and latitude and to name the continents. They extend their knowledge and use of co-ordinates from four to six figures. They broaden the range of mapping symbols they know on maps, such as in a study of contour lines pupils use graphs to show the relief of an area.
148. In discussion with pupils and in the one lesson observed pupils have a positive approach to their work. Pupils are keen to learn more about their own area. The Year 6 pupils particularly enjoyed the aspects of geographical work about rivers, especially the study of the River Thames.
149. There is not sufficient evidence to make a secure overall judgement on the quality of teaching, although inspection evidence shows some good quality aspects that are promoting progress. A scrutiny of teachers' planning shows that they plan well to cover all the required aspects and build upon previous work. Teachers assess work informally against the key skills identified in the scheme of work. Through the geography co-ordinator's monitoring process the school is developing more consistent assessment procedures for the subject. The process is at present in its

infancy. Pupils use a suitable range of literacy strategies in seeking geographical information and recording. Some appropriate links are made with mathematics, such as using scale and in graphs, though this is limited. Although there are plans in the new scheme of work, the use of information technology to support and develop learning is underdeveloped at present.

HISTORY

150. Standards in history are in line with those normally expected at the end of both key stages. Only Key Stage 2 lessons were observed during the inspection but judgements are augmented by a scrutiny of work from the previous academic year and discussions with pupils and teachers. Standards have improved satisfactorily since the last inspection, mainly due to improvements in the quality of teaching, good guidance by the designated subject co-ordinator, the development of a progressive scheme of work and the satisfactory provision of different types of resources for historical enquiry. Further developments by the school to improve the guidelines for teaching in line with The National Curriculum 2000 and monitoring by the subject leader have not yet had time to impact upon standards. Appropriate advice from the co-ordinator for special educational needs helps teachers to plan an appropriate curriculum for pupils with literacy or mathematical needs. Consequently, all pupils, including those with special educational needs, make satisfactory progress.
151. At Key Stage 1 progress is satisfactory. Year 1 pupils are beginning to develop a satisfactory understanding of the past as they find out about famous people in history, including those from other cultures. They write about them. They begin to develop a sound sense of distinction between the present and the past as they compare such things as a holiday at Clacton, Christmas and a street in Brentwood nowadays with a hundred years ago. Year 2 pupils also make appropriate comparisons with past times by describing their own experiences at school compared to those of Victorian children. Pupils have stimulating opportunities to develop an understanding of aspects of life beyond living memory through a reconstruction day when pupils dress up as Victorian children. Visitors, such as a 'Georgian' storyteller and a local historian bringing in a model of Brentwood High Street, enliven the subject and motivate a good response.
152. At Key Stage 2 progress is satisfactory. Here the scheme of work is developed effectively to take into account the two-year cycle necessary in the mixed-age classes. In Years 3 and 4 appropriate links with literacy are demonstrated in lessons about Greek legends such as Odysseus and the Siren and Bellerophon and the Chimaera. They are beginning to understand some of the different ways in which the past is represented. Evidence of this is shown in the work about Greek vases and the visit to a museum gives pupils the opportunity to find out about a particular artefact. By Year 6 pupils demonstrate a sound factual knowledge and understanding of aspects of Victorian life and are able to discuss differences in the life of rich and poor children during that era. They describe appropriate research projects they have done for a project on Britain since the 1930s using a variety of historical sources including CD-ROM, artefacts, videos, photographs as well as books. Suitable links are made with literacy as pupils performed a play about 'Evacuees' at the end of the Summer Term 2000. Sensitive writing about 'being' an evacuee and writing poignant poems relating to the war years give pupils an opportunity to empathise with people in the past.
153. Pupils' response to this subject is generally good. Pupils listen quietly and attentively to exposition by the teacher. They are confident in their response to questions, willing to contribute and the more able pupils extend the thinking of others by offering

explanation and linking prior knowledge. Year 6 pupils were able to discuss the subject with understanding and enthusiasm. In paired activities pupils work with co-operation. When given opportunities for research pupils respond with enjoyment.

154. The quality of teaching in the lessons seen is satisfactory. Teachers plan lessons effectively, providing suitable resources for the tasks given. Skilled questioning by the teachers encourages the pupils to participate as a whole class. In small groups this ensures that they are using the historical source to find information. For example, Year 3 and 4 pupils were encouraged to draw their own conclusions from a drawing of a Celt and Roman soldier. Similarly pupils were engaged well with a video programme about Roman evidence after the teacher posed questions to be answered prior to watching it. Where parts of lessons lose sufficient pace some pupils lose concentration, which affects their progress.
155. The leadership of the subject provides a clear direction. The role of the subject co-ordinator has been developed well to include the monitoring of teaching, planning, pupils' work and the general support of teachers. Some developments have been made in assessment of pupils' attainment and progress against the key skills identified in the scheme of work. Records are kept of level of achievement. It is not yet evident that this is informing teachers' planning for future lessons. Many suitable resources have been purchased to assist pupils' enquiry skills. Although plans for linking aspects of information technology to history are at present in the new scheme of work, these have not yet impacted upon lessons and, therefore, information technology is underused. The subject co-ordinator organises a 'History Week' each year and various visitors, which motivate pupils to learn.

INFORMATION COMMUNICATION TECHNOLOGY

156. At the time of the last inspection attainment in information technology was below national expectations at the end of both key stages and progress was unsatisfactory. Planning was weak and the school did not meet the requirements of the National Curriculum. While some improvements have been made, they have been insufficient to raise standards, which remain below what is expected at the end of both key stages.
157. Pupils throughout the school develop their use of the keyboard. They are confident in the use of the mouse to load and operate programs. For example, pupils in Year 1 successfully move objects on the screen by clicking the mouse and 'dragging' them to a new position, as when 'dressing the teddy'. Most of the pupils' experiences are in communicating information. By the end of Key Stage 1 pupils use a suitable word processing program. They type using different sized and coloured fonts, as when producing a letter heading. Pupils produce colourful designs using an art package and pictograms and block graphs to show information such as pupils' pets and favourite cars. Learning in other subjects is effectively supported through the use of relevant programs. For example, pupils practise word recognition and number skills and research topics using CD-ROMs. Pupils make satisfactory progress in these strands of the subject. However, their knowledge of the control aspect is unsatisfactory. Pupils do not fully understand that different commands produce different outcomes. They are given insufficient opportunities to enter commands, for example, into a programmable toy robot and describe the effects of their actions.
158. Pupils at Key Stage 2 continue to develop their word processing skills. They edit their writing, use a spell-check and move text by 'cutting and pasting'. Pupils successfully print their written work, as seen in a history display on evacuees. However, they have had little experience of combining text and pictures or using

more complex publishing programs to widen the variety of ways in which they can communicate their ideas. Pupils produce simple graphs and tables to display information but have little experience of the use of spreadsheets. Pupils use computers to gain knowledge, for example, they found information on the Romans in history by using a CD-ROM. The school as yet is not connected to the Internet and so pupils have no experience of using e-mail or searching for information or data. (Though some pupils have had experience using their own computers at home.) Pupils have had very little experience of entering a series of commands to control objects or monitoring external events such as temperature or sound using the computer. By the end of Key Stage 2 pupils' standards are below those expected by the age of eleven. They have had insufficient opportunities to develop their information technology skills.

159. Teaching overall is unsatisfactory. The scrutiny of work and discussions with staff and pupils confirms that teachers do not systematically develop pupils' skills. Key aspects of the subject such as control and monitoring have not been covered in sufficient depth. Some teachers lack subject knowledge and the confidence to teach the subject successfully with the result that pupils are given insufficient opportunities to develop their skills and knowledge. However, in the lessons observed during the inspection teaching was satisfactory. Teachers plan their lessons well and have good class management skills. In Key Stage 1 the use of a parent effectively supports pupils' early experiences in using an art package. Through effective questioning and clear instructions teachers ensure pupils, including those with special educational needs, make satisfactory progress in their lessons. For example, younger pupils in Key Stage 2 develop their understanding that the computer can create greetings cards by designing and printing a combination of text and pictures. They recognise the advantages of using information technology. One pupil remarked that 'The computer would be neater as it doesn't make any mistakes.' Following a demonstration older pupils satisfactorily learnt how to use a new program to produce pictures in the style of Matisse's 'The Snail'. However, progress is then limited by the time it takes pupils to experience 'hands-on' use of the program.
160. Resource provision is unsatisfactory. While the total number of computers is adequate for the number of pupils, several are old and their use limited. Software and other resources are restrictive, particularly in the area of control. New equipment for monitoring external events has not been used effectively. The school does not have the facility to use the Internet.
161. The school has made some progress since the last inspection. Teachers now plan regular information technology lessons. The school has introduced a new policy and scheme of work for the subject based on national guidelines. The co-ordinator monitors teaching and learning. However, these recent improvements have not yet had time to impact on the standards achieved. The school is well aware of the weaknesses within the subject and has long-term plans to improve resources, train teachers and provide pupils with more access to computers.

MUSIC

162. Standards have improved since the last inspection when they were satisfactory at both key stages. The quality of teaching and learning is now good for all pupils, including those with special educational needs. Standards are in line with national expectations by the end of Key Stage 1 and above average by the end of Key Stage 2. This improvement is largely due to the enthusiasm of the specialist subject co-ordinator and the good subject knowledge and musical skills of several members of

staff.

163. The school values music highly and it has an important place in school life. Good quality extra curricular musical activities enhance the curriculum and add to pupils' enjoyment of music. Clubs such as recorder groups, orchestra and choir are well supported by pupils and are much appreciated. Pupils learning instruments outside of school time are encouraged to share their achievements by joining the orchestra. This performs in assemblies and school productions, playing very well. It accompanies the school's singing in assembly, greatly enriching the quality of live music at these times. The orchestra consists of a very good range of instruments. For example, it has first and second violins, a cello, a double bass, recorders, flutes, oboe and saxophone. The school enjoys a good working relationship with the local education authority's Peripatetic Music Service and a number of Key Stage 2 pupils undertake weekly instrumental tuition. The work of the peripatetic teachers makes a valuable contribution to the school's music.
164. Pupils throughout the school sing tunefully and with good diction. They sing in parts effectively. For example, in songs such as 'Give me Joy in my Heart' older pupils lift the singing considerably by enthusiastically performing the descant while the main body of the school maintains the tune. The school promotes a broad and balanced curriculum, which covers the listening and appraising and performing elements of the subject well and enables pupils to reach good standards. All pupils listen to a good variety of music and begin to form their own likes and dislikes. Teachers are careful to choose good recordings for pupils to hear. They take time to talk about and explain the music's style and history. Consequently, pupils evaluate music carefully and discuss what they hear sensibly and with feeling. Pupils also study the works and lives of famous musicians such as Evelyn Glennie.
165. The quality of teaching is good. Teachers adopt an enthusiastic approach, communicating well with the pupils and promoting good standards. In the very good lessons teachers use their good subject knowledge to explain very effectively what they want the pupils to learn. For example, in a Years 5/6 lesson the teacher gave a very clear description of how chords 'thicken' the texture of the music. This, together with the good use of recorded music to demonstrate a variety of styles of accompaniment, kept the pupils interested throughout the lesson and resulted in very advanced notation work being accomplished. Teachers in Key Stage 1 provide a good range of interesting activities for their pupils. They use subject-specific language in lessons. For example, they teach pupils the correct names for instruments and talk about 'pitch', 'rhythm' and 'texture'. As a result, pupils in a Year 1 class easily identify instruments such as guiros, maracas and tambours by name and know the sound each made. In a Year 2 class pupils quickly learn to identify high and low pitched notes and respond eagerly to the activities the teacher has prepared.
166. There are a number of good quality displays around the school showing the composition work done by various classes. For example, well-displayed graphic scores of a weather symphony composed by Year 4 enhance the learning environment. They also act as good prompts for further composition work and remind pupils of the technical vocabulary needed, such as 'repetitive percussive rhythm' and 'creative accompaniment'. Teachers encourage pupils to produce written evidence of their own music. Pupils enjoy this and quickly learn to use time signatures to represent jazz, jig and waltz rhythms on notation scores. They use information technology as a tool for composition and produce graphic scores using a music investigation program. Pupils, identified as particularly gifted musically, are

given extra challenges to use and extend their skills. For example, one pupil chose to research the theory of music for her own interest and advancement.

PHYSICAL EDUCATION

167. Standards that are in line with national expectations have been maintained since the last inspection. Pupils throughout the school, including those with special educational needs, make satisfactory progress with good progress in swimming.
168. Pupils in Key Stage 1 show appropriate co-ordination for their age when throwing and catching a small ball. They show a satisfactory understanding of the rules of simple games and work co-operatively, as when passing the ball around a circle of pupils.
169. Younger pupils at Key Stage 2 satisfactorily develop their gymnastic skills. They show a suitable awareness of space as they move around the hall. Pupils show satisfactory control as they run and stop on the teacher's command. Older pupils have a sufficient understanding of the rules and tactics used in games such as hockey. They hold a hockey stick correctly and show appropriate control when using it to control a ball while dribbling and passing.
170. The school operates a comprehensive programme for swimming. All pupils, including those in the Foundation Stage and Key Stage 1, receive a weekly swimming lesson in the school's outdoor pool throughout the year, except when the weather is inclement. Pupils develop confidence in the water, a range of strokes and knowledge of water safety. By the end of Key Stage 2 pupils achieve the expected standard of swimming 25 metres and most greatly exceed this. The use of certificates awarded to pupils encourages the development of their swimming skills.
171. The quality of teaching in physical education lessons is satisfactory. Teachers show awareness for safety and manage the pupils well. Pupils respond by being well behaved in lessons. Teachers use praise effectively to motivate pupils. Good relationships between teachers and pupils ensure pupils show interest and that most work hard at improving their performance. Overall, teachers show satisfactory knowledge of the subject. They begin lessons with suitable warm-up activities. However, their ability to develop teaching points within the lesson varies. While some teachers give good explanations and effective demonstrations that help pupils refine their movements, others fail to develop the focus of the lesson so as to ensure good levels of progress. For example, little use of pupil demonstrations is made to highlight what it is that the pupils are trying to achieve. Teachers plan individual lessons satisfactorily and set a good pace so that pupils are kept physical active. Occasionally too much time is spent listening to instructions at the expense of useful activity.
172. The subject co-ordinator has produced an effective overview that ensures a good balance of activities through each key stage. This is supported by a comprehensive scheme of work to guide teachers. Teachers make satisfactory use of the adequate range of generally good quality resources. The school takes part in a range of inter-school competitions and provides a satisfactory range of extra-curricular clubs. The subject makes a positive contribution to pupils' social development.