

INSPECTION REPORT

LITTLE THURROCK PRIMARY SCHOOL

Grays, Essex

LEA area: Thurrock

Unique reference number: 114839

Headteacher: Mr M Cowpland

Reporting inspector: Mr S Bugg
15306

Dates of inspection: 16th – 19th September 2002

Inspection number: 247498

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and Junior
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Rectory Road Grays Thurrock Essex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Bethan Rew
Date of previous inspection:	8 th May 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15306	Mr Stephen Bugg	Registered inspector	Mathematics Art and design	What sort of school is it? How high are standards- the school's results and pupils achievements? How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9569	Mrs Janet Leaning	Lay inspector		How high are standards – pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22197	Mr Martin Mayhew	Team inspector	Science Information and communication technology Foundation Stage	How good are the curricular and other opportunities offered to pupils?
32100	Mr Bill Davidson	Team inspector	Design and technology Physical education Special educational needs	
32121	Mrs Lyn Darley	Team inspector	English Religious education	
17343	Mrs Sandra Morris	Team inspector	History Geography Music Equal opportunities English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Little Thurrock Primary School is a larger than average primary school with 509 pupils aged 4 – 11 on roll. It caters for pupils in the vicinity and serves a residential area of Grays, in Thurrock, Essex. Thirty, (six per cent,) of the pupils claim a free school meal. This is below the national average. Three pupils are in the early stages of learning English. Twenty per cent of the pupils are on the school's special educational needs register, below the national average, and ten pupils have statements of special educational needs. Most pupils on the register have moderate learning difficulties and a few have speech and communication difficulties. This figure has risen steadily since the last inspection in May 2000. In the past two years the school has experienced considerable difficulty in attracting teachers to replace teaching staff who have left. Pupils enter the school with average capabilities, although they are below average in their writing and reading abilities.

HOW GOOD THE SCHOOL IS

This is an improving school. Pupils in most years are now making better progress than at the time of the last inspection. Standards are on course to rise by the end of Year 6. The quality of teaching is improving, even though the school is experiencing considerable problems in appointing new staff. The headteacher provides very good leadership and is well supported by other senior teachers. The school provides sound value for money.

What the school does well

- The pupils in the Foundation Stage and in Years 5 and 6 are making good progress.
- The teaching of these pupils is good and at times very good.
- Pupils with special educational needs and those in the early stages of learning English are making good progress.
- The headteacher leads the school very well.
- The provision for the pupils' moral and social development is very good.
- The parents are very supportive of the school.

What could be improved

- Standards in reading are too low at the end of Year 2.
- There are weaknesses in the teaching in Years 3 and 4.
- The arrangements for teaching the curriculum in Years 1 to 6 are unsatisfactory

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress since the last inspection in May 2000, despite experiencing considerable difficulties in appointing new staff. Standards are broadly similar to those at the time of the last inspection, although they are now higher in science in Year 6 and lower in reading in Year 2.

Standards have also risen in information and communication technology and in religious education. Overall, the pupils are now making satisfactory progress, whereas they had been underachieving at the time of the last inspection.

There has been good improvement in the quality of teaching in the reception classes, in the procedures for assessing the pupils' progress, and in the arrangements for lunchtime supervision. However, despite the school's best endeavours, the pupils' attendance rates remain below the national average.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	D	E
mathematics	C	D	D	E
science	E	E	C	E

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

Standards in 2001 improved slightly, in the main because they were significantly higher in science. Despite this, compared to similar schools - those in the lowest band where fewer than 8 per cent of pupils claim a free school meal - standards were well below average. However, there were a significant number of pupils with special educational needs, and other data available indicates that overall the pupils made good progress in Years 3 to 6 for their abilities in mathematics and science and sound progress in English. Standards in 2002 have risen in English, in particular in writing, but have dipped slightly in mathematics and science.

Inspection evidence indicates that standards are now higher and that the current pupils in Year 6 are on course to attain average standards in national tests. This is because they are being well taught and are making good progress in both Years 5 and 6. There are a good number, significantly more than in the previous two years, on course to attain the higher Level 5 in all three subjects. This is particularly commendable as the school has yet to assemble a secure team of teachers in Years 3 and 4 and in these years there are some classes where pupils are not making satisfactory progress.

Standards in Year 2 in national tests have declined in the last two years in reading and mathematics but are broadly the same in writing. The pupils currently in Year 2 are making sound progress in both writing and mathematics but unsatisfactory progress in reading, where too many are not on course to attain the nationally expected level. Standards in science are in line with the national expectations for pupils of this age.

Pupils in the reception classes are making good progress as a result of improved teaching and are on course to meet the standards expected of them by the end of the reception year. In all other subjects standards are in line with national expectations, although they are higher in physical education. The schools sets very challenging targets for pupils which, despite improving standards, will be difficult to meet.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority, particularly the oldest pupils, are keen to participate in all aspects of school life.
Behaviour, in and out of classrooms	Good. Pupils behave well, especially in lessons where they are challenged and required to participate.
Personal development and relationships	Very good. Pupils are keen to take initiatives and act responsibly.
Attendance	Unsatisfactory. Attendance is still below the national average.

Recent initiatives have given the older pupils good opportunities to show how well they can support younger pupils, particularly around the school at lunch and breaktimes.

TEACHING AND LEARNING

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

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

Overall the teaching is satisfactory. It is good or very good in almost two thirds of lessons and sound in the vast majority.

It is best in the three reception classes and in the five Year 5 / 6 classes. The reception teachers are already working well as a team and have high expectations of the pupils. They are an experienced team. The teaching is good in Years 5 and 6 because the teachers are secure in their subject knowledge, have high expectations of the pupils, set them challenging tasks, and have developed very good relationships with the pupils in their class. In Years 5 and 6 there is urgency about the teaching brought about by the teachers' desire to ensure that all pupils achieve to their full potential.

The same urgency is not apparent in Years 3 and 4. There is a new, inexperienced teaching team and they have yet, collectively, to come to terms with the demands of the National Curriculum. There is some unsatisfactory teaching where the teacher lacks confidence, particularly in literacy and numeracy. There is also some good and very good teaching in these year groups. This means that the progress being made by the pupils is variable, with some not making the progress they should.

The teaching in Years 1 and 2 is generally sound and good in half the lessons. In the best lessons, the teaching is punchy and the learning made fun. However, there are other lessons where the teaching meets the needs of the majority of pupils but does not offer sufficient challenge to the more able.

Learning-support assistants provide good and often very good support for teachers in lessons, in particular when supporting pupils who are on the school's special educational needs register.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound. There is insufficient time allocated for some subjects, including information and communication technology, and design and technology
Provision for pupils with special educational needs	Good. The school has made good progress in identifying these pupils and has increased the amount of learning support they receive.
Provision for pupils with English as an additional language	Very good. The school is ensuring that the pupils receive additional support and is effectively monitoring their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for spiritual and cultural development is sound. There is very good provision for moral and social development.
How well the school cares for its pupils	There is good care for the pupils' personal development. The arrangements for assessing the pupils' academic progress are sound.

The organisation and length of the school day for the pupils in Years 3 to 6 mean that there is limited time for teaching the foundation subjects. Parents generally are very positive about their links with the school. The standards of care are good and this has a very positive effect on pupils' attainment. The school offers a very comprehensive range of extra-curricular activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. He is well supported by his senior management team. Most co-ordinators, many new in post, are providing good subject leadership.
How well the governors fulfil their responsibilities	Good. They fulfil their responsibilities well and are very supportive. They are taking an active role in shaping the future of the school.
The school's evaluation of its performance	Good. There have been a number of recent developments and the teaching and the progress made by pupils are now being effectively monitored.
The strategic use of resources	Good. The school is effectively deploying the teachers at its disposal. Learning-support assistants are not as well deployed.

The school has strategically deployed its teaching staff as effectively as possible. Support for new, inexperienced staff, including those from overseas, is generally good. The school appropriately uses the money at its disposal.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy going to school. • The children make good progress. • The teaching is good. • The behaviour in the school is good. • The school is well led and managed • There is a good range of extra-curricular activities. 	<ul style="list-style-type: none"> • Greater consistency in the amount of homework set. • Better information about the progress their children are making.

The inspectors agree with the parents' positive views about what the school does well. Whilst they acknowledge that the quality of teaching and the progress the pupils make have improved since the last inspection, they consider that there is more to be done in both of these areas.

They consider that parents are well informed about the progress their children are making but acknowledge that the amount of homework set is variable and insufficient in some year groups.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the Foundation Stage, the children enter the reception classes with generally average levels of attainment. However, their attainment in personal, social and emotional development, and their skills in speaking and listening, are above what is normally expected. In contrast, the majority have skills in reading and writing that are below what is normally found among children of their age. They make good progress in the reception classes across all the areas of learning, with the result that the majority are on target to meet the Early Learning Goals by the time they enter Year 1. This is because the quality of teaching is consistently good and occasionally very good, and the early-years co-ordinator provides very good leadership.

The table below shows attainment in English, mathematics and science.

	National tests 2001 Pupils aged 7	Inspection judgements Pupils aged 7	National tests 2001 Pupils aged 11	Inspection judgements Pupils aged 11
English	Reading Well below average Writing Well below average	Reading Below average Writing Average	Below average	Average
Mathematics	Below average	Average	Below average	Average
Science	Teacher assessment Average	Average	Average	Average

2. When comparing the school's performance with that of similar schools, the school is placed in a category with schools in the most advantaged areas, i.e. those with fewer than 8 per cent of pupils claiming a free school meal. In comparison with these schools attainment by the pupils aged 11 in Year 6 was well below average in English, mathematics and science. Similarly, in comparison with those in similar schools, standards attained by pupils aged seven and in Year 2 were also well below average in reading, and well below, in the bottom 5 per cent of these schools, in writing and mathematics.
3. There are other ways of calculating pupils' performance, in particular, assessing the progress the pupils make from Year 2 to Year 6. This indicates that the pupils in Year 6 in 2001 made average progress in English and good progress in mathematics and science when compared to pupils attaining similar standards at the end of Year 2. This would appear to confirm the school's records which indicate that in both 2001 and 2002 the percentage of pupils on the school's educational needs register was higher than in other years.
4. In the past two years since the last inspection, standards in national tests have risen in English and science in Year 6 but have dipped slightly in mathematics. In Year 2, standards have dipped slightly in mathematics and writing and more significantly in reading.
5. Inspection evidence indicates that standards are now rising in Year 2 and Year 6. The current pupils in Year 2 are making sound progress and are on target to attain average standards in writing and mathematics. The improvement is attributable to the five teachers now providing a more stable team, improved teaching and better planning. However, standards in reading remain lower and are below average. This is because there are weaknesses in the arrangements for teaching reading.

There has been insufficient attention given to analysing past performance and tracking pupils' current progress, and insufficient diagnosis of pupils' weaknesses.

6. In Year 6 the pupils are making good, and at times very good, progress and are on course to attain average standards in English, mathematics and science in the end-of-year tests. In particular, significantly more pupils are on course to attain the higher level, Level 5. This is because the school's current team of five Year 5 / 6 teachers use very effective teaching strategies to support the pupils. The school has set very challenging targets for pupils currently in Year 6 and, despite the progress they are now making, they will find these hard to meet. Despite the improvement in standards overall in Years 2 to 6, improvement is more pronounced and standards are higher in Years 5 and 6 than in Years 3 and 4. Continuing staffing instability is the key factor and again this year, three of the five teachers in Years 3 and 4 are new to the school or to this age range.
7. In English, standards of writing have improved considerably as a result of some very effective targeted support for pupils in all year groups. However, the school acknowledges that reading has not achieved the same attention. Whilst standards have not dipped in Years 3 to 6, in Years 1 and 2, the decline has been marked. In mathematics, new arrangements for teaching the pupils in Years 3 to 6 are working well. They are enabling staff to focus their teaching on average and above average pupils, whilst those of lower ability are taught in a mixed-age class where the teaching and support are more tailored to their particular needs. The arrangements for teaching mixed age and ability classes in Years 1 and 2 are less successful as some teachers find it difficult to pitch the teaching at the appropriate level.
8. In science pupils are making satisfactory progress and are on course to attain average standards by the end of Year 2 and Year 6. This is because of improved teaching, in particular in Years 5 and 6, and the effective leadership of the co-ordinator. The school has made good efforts to raise standards in the period since the last inspection, and until last year they had been rising year-on-year at Year 6 at an impressive rate.
9. Pupils with special educational needs make good progress in all years, although some are not making as much progress as they should in learning to read in Years 1 and 2. The school has made significant progress in the period since the last inspection in identifying earlier the pupils requiring support and has appointed a number of learning-support assistants to ensure that they are given the support they need. The co-ordinator is managing their support very well. There are three pupils in the early stages of learning English. The school is providing very good support for these pupils. They have settled well into the school and are making good progress.
10. In almost all other subjects, pupils are working at the nationally expected level for pupils in Year 6 and Year 2 and they are making satisfactory progress. In physical education, pupils in Years 3 to 6 are making good progress and are attaining above the nationally expected level. This is because there is good planning and the teachers have high expectations of the pupils. There are also very good opportunities for pupils to join one of the school's extra-curricular sports clubs. It was not possible to make a judgement about standards in music as very little was observed. In part this was because the music room was not available to staff during the week of the inspection.
11. Standards are now higher than at the time of the last inspection in information and communication technology because the school has worked hard to address the issues identified. There has been a good training programme for teachers, improvements have been made to the scheme of work, and more hard- and software has been purchased. Similarly, standards in religious education are now higher because the quality of teaching has improved. There has been recent in-service training for all staff and they are now more confident in their ability to cover the locally agreed syllabus.

Pupils' attitudes, values and personal development

12. Throughout the school, the pupils' attitudes towards their learning are good. The aims are clear and appropriate, and provide for high expectations in both work and behaviour, with the emphasis on self-esteem and positive relationships. Pupils are encouraged to have thoughtful and positive attitudes and they do. The school is a happy place where children's individual progress and development are recognised and valued. Pupils enjoy school, work hard, concentrate well and are

polite, courteous and respectful to each other and to adults.

13. The pupils' behaviour in and around the school is good. In part this is because the school has tried to improve arrangements for lunchtimes and there is now very good provision. This includes organised games: for example, a rounders tournament was being played during the inspection. There is a well-marked playground with very good equipment, a very social atmosphere in the dining hall and good all-round supervision by adults.
14. Behaviour in lessons is mainly good, expectations are high and overall pupils respond well. They show respect for one another and towards adults. They are polite and courteous, holding doors open for each other and standing aside to let people pass. The behaviour policy is used effectively and there are clear strategies for dealing with bullying. Where teaching is challenging, pupils settle quickly to work, listen carefully and concentrate well on their tasks. Where teaching is less stimulating, behaviour sometimes deteriorates. Rewards and sanctions are fairly and consistently applied and parents are involved at an early stage. No bullying was seen during the inspection and pupils know that it is unacceptable and what to do if it occurs. They do not think that it is a problem. Pupils from all backgrounds and cultures are seamlessly integrated, both in lessons and at play.
15. Pupils have a very good understanding of the impact that their actions can have on others. Relationships between all members of the school community are very good. Staff treat pupils with respect and consideration and this is reflected in the confidence and trust that the pupils in turn have in their relationships with others. Pupils have very good respect for the feelings, values and beliefs of others. Both girls and boys, and the few who come from different ethnic minority and cultural backgrounds, are fully included in the life and work of the school, in an atmosphere of racial harmony. Pupils are given responsibility for taking registers and putting out equipment, and the older pupils show concern for the little ones in the playground. They have raised substantial funds for those less fortunate, both locally and nationally. Last year, money was raised for the National Society for the Prevention of Cruelty to Children and St Luke's Hospice and, individually, pupils also raised funds for 'Red Nose Day' and the 'Blue Peter Appeal'. Pupils are being encouraged to develop their skills as independent learners.
16. The very good social and personal education programme is taught across the school, in lessons, through circle time and in assemblies. There is emphasis on the use of circle time and further training is planned. In classes, pupils work hard in groups and independently. For example, they worked well in a Year 3 / 4 science class, where they supported each other very well in groups and engaged in thoughtful discussion when they were undertaking an investigation. Each pupil's personal and academic progress is monitored, through agreement trialling and a personal profile. Pupils agree their own targets, which are tracked regularly.
17. Attendance in 2000-01 was unsatisfactory, despite the school's best endeavours to address the problem. This is primarily because a number of parents take their holidays in term time.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is sound. This is as it was at the time of the last inspection. However, there has been an increase in the percentage of lessons where the teaching is good or better. As in the last inspection, there is also a small percentage of teaching that is unsatisfactory. There is a marked contrast between some of the teaching in Years 3 and 4 and the quality of teaching in the remainder of the school.
19. The best teaching is in the three reception classes and in Years 5 and 6. All of the teaching of the youngest pupils is good, as is three quarters of the teaching of the oldest pupils. In both ends of the school there is also some teaching that is very good. To a lesser extent, there is also some very good teaching in Years 1 and 2, where half of the teaching is good or better and the remainder satisfactory. In none of these years is there any unsatisfactory teaching. However, overall, the teaching in Years 3 and 4 is unsatisfactory. In these classes less than half of the teaching is good and a significant proportion, more than one in ten, is unsatisfactory.

20. The school has successfully addressed the weaknesses identified in the teaching of the pupils in the reception classes. Although the pupils were in their first week of schooling at the time of the inspection, they had settled very quickly and were participating with enthusiasm in lessons. In all lessons observed, the quality of teaching was good and at times very good. There is an experienced team who have a very good understanding of the needs of children in their first year of schooling.
21. The teaching in Years 5 and 6 is also good. Teachers, even where very new to the English system of education, are confident in their teaching of key basic literacy and numeracy skills. They have high expectations of the pupils. For example, in an English lesson involving studying the language used by Charles Dickens, the teacher stretched the pupils to the limit of their vocabulary in order to identify alternative words linked to the text. Teachers have also developed very good relationships with the pupils, even though in some instances they had only been teaching them for a very short while. These teachers often use gentle humour; for example, in one mathematics lesson, where the teacher picked up a pupil's book, put it to his face and commented that the answer smelt right. Similarly, in another lesson the teacher deliberately made a mistake in a calculation written on the board and then expressed great surprise when this was noticed by one alert pupil. Lessons are conducted at a brisk pace and the teachers are constantly questioning the pupils to check that they understand what is being taught.
22. The teaching in Years 3 and 4 is inconsistent. This is a new team with three of the five teachers either new to the school or to these year groups. It is an inexperienced team. Whilst there are occasions where the teaching is very good, too much teaching is weak, in particular the teaching of literacy and numeracy. The teachers plan carefully together and work closely as a team, in particular in their teaching of English, mathematics and science. However, some teachers lack confidence in their teaching of basic literacy and numeracy skills and, as a result, do not clearly explain key principles to the pupils, who become confused and, at times, restless.
23. The teaching in Years 1 and 2 is sound. This is a more experienced team. They work closely together and plan well. They are developing good relationships with their pupils and almost all lessons are conducted at a good pace. Teachers are confident in their teaching of basic literacy and numeracy skills and, as a result, in most lessons the majority of pupils make sound progress. However, there are wide variations in the pupils' abilities in all classes, with some very young pupils in Year 1 working alongside older, more-able pupils in Year 2. At times the teachers find it difficult to meet the pupils' needs, in particular when introducing new work to the whole class. As a result, some Year 1 pupils struggle with the quite different curriculum organisation to that which they had been used to in the reception classes, whilst some of the Year 2 pupils become frustrated by the need for quite lengthy explanations of work they already understand.
24. Overall, the teaching of English is sound, although variations in the quality reflect the overall summary, with teaching best in Years 5 and 6 and least satisfactory in Years 3 and 4. Key features of the teaching are the good quality of the planning, the high expectations seen in much of the teaching of the oldest pupils, and the challenging and interesting tasks that are set. Good questioning techniques are a feature of many lessons, although teachers in Years 1 and 2 in particular struggle on occasions to meet the needs of the wide range of abilities they teach. Where teaching is unsatisfactory in Years 3 and 4, the teacher has insufficient basic skills and subject knowledge to challenge the pupils.
25. The teaching of mathematics is sound. It is now good in Years 1 and 2 and lessons are conducted at an appropriate pace, using a range of teaching strategies. This means that in most lessons the pupils work well and show interest. In Years 3 and 4, some of the teaching is unsatisfactory as teachers lack the skills and knowledge to ensure that the lessons are conducted at a good pace. Generally, mental mathematics is soundly taught and teachers use a variety of strategies. However, some of the sessions lack pace and the questioning is insufficiently varied to ensure that all pupils are challenged at some point. Teaching is best in Years 5 and 6, where some lessons involve a wide range of teaching strategies.
26. The teaching of science is satisfactory overall. It is better in Years 5 and 6 (where it is at least good, and sometimes very good) than in the other year groups. Most pupils in Years 5 and 6 are excited by their science lessons and learn at a good rate. The teachers of these year groups give

pupils a good level of independence in their learning, to which they respond with perseverance in their tasks. In other years, the teaching is at least satisfactory and sometimes good.

27. In other subjects, the teaching is sound and at times good, particularly in physical education in Years 3 to 6, where lessons are well planned and carefully structured. Teachers enjoy their teaching and are confident in their abilities. As a result, the pupils enter all aspects of the subject with enthusiasm and learn quickly. Good planning is a feature of the teaching throughout the school. Homework is set regularly in Years 5 and 6, but is less frequently set in Years 3 and 4.
28. Overall, the teaching of basic literacy skills is unsatisfactory because there are one or two instances where teachers lack confidence in their own abilities. There are other occasions where it is just sound, either because the teacher has had very little training in the requirements or because they are only in their second full week in the school and have had insufficient time to come to terms with the school's requirements. However, there are many instances where the teachers are confident and essential training is being provided to help these colleagues.
29. The quality of the support provided by the school's learning-support assistants is good and often very good. The support they offer in lessons is well focused and they are invariably aware of the needs of the pupils they are teaching. The support is not limited to working with groups of pupils during group work, but includes supporting individual or groups of pupils when they are engaged in whole-class learning; as for example, during mental mathematics activities. However, there are also instances where teachers, in particular inexperienced and new teachers to the English system, do not have support and as a result find it difficult to manage the needs of all pupils within their class. This adversely affects the learning of some pupils.

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

30. The curriculum for children in the Foundation Stage, in the three reception classes, is good and ideally suited to the children's needs. The staff make very good use of available resources and plan a wide range of activities that contribute well to children's progress in all areas of learning. There is a good balance between activities directed by the teachers and those chosen by the children.
31. The school teaches all the required subjects of the National Curriculum and the locally agreed syllabus for religious education. This meets the needs of all the pupils, including those with special educational needs and those who speak English as an additional language. Staff work hard to ensure that all pupils are included and have an equal opportunity to do well in school. The quality and range of learning opportunities offered to pupils are satisfactory overall.
32. The time given to literacy and numeracy is generally used satisfactorily. However, there are instances where time is not used well. For example, the quiet or group reading after lunch is not sufficiently focused, and pupils are often required to wait for some time to re-enter their classroom after mathematics lessons. In addition, because of the length of time taken by literacy, mathematics and assembly, there is no time for other lessons in the mornings and the remainder of the curriculum has to be fitted into the afternoon session. Whilst the curriculum is broad and interesting, this causes some imbalance, particularly for some non-core subjects. For example, the teaching of information and communication technology comprises only one per cent of the teaching time, and subjects such as religious education and design and technology receive only two per cent. Additionally, the length of the teaching week for pupils in Years 3 – 6 is a full hour less than the national average, thus denying pupils access to the curriculum when compared with those in most other schools.
33. The school has dealt satisfactorily with the issues relating to the curriculum in the previous inspection, especially with regard to completing and implementing schemes of work for science, religious education and information and communication technology. The school has effective procedures for teaching literacy and numeracy. Implementation of the Literacy and Numeracy Strategies is consistent throughout the school, and includes all the elements required. However, there are a few instances where teachers new to the school or the year groups are lacking in their understanding of the strategies or lack confidence in their own abilities. In these instances the

pupils' learning is adversely affected as a result. There are generally satisfactory links between subjects, which have been carefully planned within a topic approach. This approach gives pupils opportunities to practise and develop skills and knowledge from across subjects.

34. The school has worked hard to implement its policies and schemes of work, using national guidelines to aid planning. This aspect has also improved since the previous inspection. Teachers' planning is closely linked to these schemes and is generally detailed. However, the quality of the planning for the foundation subjects is not as well prepared in Years 3 and 4 as in other years. In the main, this is because the vast majority of the planning has had to be done by the year team leader in the absence of an established and experienced team. In all other instances, the teachers in each of the year groups plan together, and this is essential to ensure that all pupils have appropriate access to the two-year cycles of learning.
35. The school provides a very good range of extra-curricular activities. Parents agree that these are a strength of the school. Indeed, in each lunchtime and after-school period during the inspection there were always a large number of pupils and teachers engaged in enjoyable activities. Staff and outside agencies work together to provide such activities as orchestra, choir, gymnastics, team sports, dance and karate. These activities are popular and well subscribed. All pupils take part in a good range of educational visits to support their work; for example, to Colchester Zoo and the London science museum. The oldest pupils enjoy a residential trip to Osmington Bay.
36. The curriculum provision for pupils with special educational needs is good. The school ensures that all pupils have equal access to the full range of the curriculum. Learning-support assistants have been trained to help with planning work which meets the pupils' individual needs and this helps ensure that the curriculum is relevant.
37. Pupils' good behaviour and their positive attitudes towards their work are founded on the school's provision for pupils' spiritual, moral, social and cultural development, which is good overall. Pupils' spiritual development is sound. It is enhanced through religious education, where pupils learn about world religions, and in some good assemblies. However, assemblies are not all of good quality and some do not have any opportunity for prayer or reflection. Major events such as September 11th are always talked about, time is given for reflection, and pupils are encouraged to reflect and question actions and reactions, but there was little evidence of this during the inspection. Planned opportunities for spiritual development through the curriculum are limited. In one of the better assemblies, children in the Foundation Stage in their very first assembly listened carefully to ideas about friendship, sang well and thought about what it means to have a friend.
38. The very good provision for pupils' moral development is founded on the very high expectations that staff have of them. All staff are very good role models for the children and are consistent in the way that they show respect for both pupils and other adults. The school has a very positive approach to the management of behaviour and this includes an anger-management programme which provides strategies to encourage pupils to take responsibility for their own behaviour. A good rewards system is successful in building pupils' self-esteem and respect for others. All adults help the pupils to develop an appropriate idea of what is right and wrong. Moral issues are taught very well and most pupils are well behaved around the school. In a Year 5 / 6 class, pupils were appropriately learning about what constitutes prejudice and about moral principles.
39. Very good provision is made for the pupils' social development. The school creates a strong sense of identity as a very caring community in which everyone is respected and supported very well. The school council involves all pupils in the decision-making process within the school and the newly-instigated peer mentor system ensures that no pupil is left out or unhappy in the playground. It also provides very good opportunities for the mentors to develop their own skills at listening and being aware of the needs of others. There is also a 'house' system, which encourages pupils to try for house points and gives opportunities for older pupils to act as house captains. The school supports charities and has links with elderly people at a nearby residential home. It provides gifts at harvest time and the choir visits at Christmas. This also raises awareness of social issues, which enhances and extends pupils' understanding of their locality.
40. Provision for the pupils' cultural development is satisfactory. The school tries to ensure that pupils

understand the multi-cultural nature of society in Britain and throughout the world. There is an appropriate policy for multi-cultural education and racial equality together with an action plan for racial equality. In religious education, the pupils develop respect for diverse faiths and cultures and this, together with visits, for example, to museums, a cathedral in Rochester and the Sikh Temple, helps their understanding of the wide range of activities in different cultures. Parents demonstrate their own style of dress, for example, a sari, and have made rangoli mats with the pupils. They visit the local church and have assemblies, which are of a broadly Christian nature. They have learnt about periods in British history and have had access to other countries' art and music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides good care for its pupils within a firm, consistent atmosphere where all children can feel happy and secure. This is an improvement since the previous inspection, where the steps taken to ensure the pupils' welfare, health and safety were judged to be unsatisfactory. The staff know children and their families well. Pupils are supervised by a good number of adults at play and at lunchtimes. Outside agencies, for example, the education welfare officer and school nurse, give good support to the school. A feeling of being safe enhances pupils' learning opportunities.
42. The child-protection policy is good, with clear guidelines and good examples of what to be aware of. The headteacher is the named person and staff, including new staff, know the procedures. According to the school's timetable, most policies are overdue for review.
43. The statement for health and safety is satisfactory. It is brief, but information is clearly laid out and refers back to the LEA's policy. The headteacher is the named person. There is a governor for health and safety and a risk assessment is carried out. Substances are stored safely. This is a large, open site with no evidence of litter or graffiti and constant attention is given to pupils' safety and security.
44. There is a well-written behaviour policy which contains a clear set of aims which support good behaviour. There are many rewards, which include praise, stickers and certificates, including merits given out, two per class each week, at lunchtime. These are read out in the celebration assembly at which good behaviour and outside achievements are recognised as well as high-quality individual work undertaken within lessons. Parents are involved in cases of unsatisfactory behaviour when necessary. There is also an anger-management course, which is aimed at helping pupils to develop strategies to cope with their problems, and a course on the social use of language. These are new ventures and it is too soon to report on the impact they are having on individual pupils with behavioural problems. The procedures to prevent bullying are in place and the pupils play and work well together and do not leave anyone out.
45. Several members of staff have first-aid training and there is first-aid equipment in the school office and the Reception area. Pupils are cared for well in the school office, which is partitioned off for the purpose. An accident book is kept and parents are notified in case of head injury. Fire drills take place each half term; fire, physical education and electrical equipment is checked regularly and records of these checks are kept.
46. The school has a draft policy for personal, social and health education, and this is already delivered across the curriculum in circle time, science and assemblies. The policy contains good information about healthy living, citizenship, sex and drugs awareness. The procedures for monitoring and supporting pupils' personal development are good; they include agreement trialling, a personal profile, tracking and target setting, with some agreement of targets between pupils and their teachers. As a result, teachers are now focusing more effectively on areas for learning where pupils lack confidence.
47. Procedures for monitoring and supporting pupils with special educational needs are also good. An up-to-date records system informs and supports staff in meeting the needs of the pupils. Individual educational needs are constructed each term and contain personal targets for the pupil. These are

often specific and identify the small steps needed if progress is to be made. However, in a small number of cases, the targets are too general to measure pupil progress or to help staff plan learning. Reviews are carried out at appropriate times.

48. The policy for monitoring attendance is good, with appropriate aims, and parents understand the expectations, which are outlined in the school prospectus and are good. However, attendance in 2000-01 was unsatisfactory because some parents took their children out of school for holidays. Attendance rates for 2001-02 are better. Registers are computerised and kept according to requirements. The secretary monitors them daily and follow-up includes letters and referral to the educational welfare officer in the worst cases.
49. Procedures for introducing pupils to the reception class are good. They involve home visits and visits to the school by the child and the parents. As a result, pupils quickly settle into school. There are good links with the local secondary schools. Pupils visit and records are passed on.
50. The arrangements for assessing, monitoring and supporting the pupils' learning and achievements are satisfactory. The school improvement plan gives a high priority to assessment, and the school has moved forward since the last inspection, when assessment procedures were judged to be unsatisfactory. A thorough analysis of test results attained in 2002 has been carried out by the co-ordinators in the core subjects. The information from this analysis is now being used to identify how the school can improve standards of achievement. As a result of this, more time is now being given to those mathematics projects where pupils' learning was not secure last year. Similarly, in science, the questions the pupils were weakest at have been identified and solutions, such as creating a glossary of scientific terms to support the understanding of vocabulary, introduced. The school is aware that it needs to ensure that such changes are fully shared with staff and that the implementation of those changes needs to be monitored. The school has plans, not yet realised, to involve pupils and parents more, by sharing with them pupil target information and test results from the optional tests carried out in Years 3, 4 and 5.
51. The school has made a good start to requiring teachers to share with pupils the areas of learning to be covered within each lesson. In the best lessons, teachers are now using these learning objectives, often at the end, to review with pupils how much they have understood and learnt. However, in some lessons the learning intentions are not in language the pupils can understand and time is wasted copying out the objective rather than working on the task. In these lessons, assessments are arbitrary and not well understood by the pupils so that it is not possible to use the information to plan the next lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents have positive views of the school. The consensus view of the parents who attended the pre-inspection meeting and returned questionnaires is that their children like school, make good progress and behave well. They felt that the school promotes good values and is well led by the headteacher and staff make themselves accessible. They consider that the school promotes high standards and that their children are being well prepared for the next stage of their education. The inspectors agree that the pupils' behaviour is good and that relationships within the school are very good. However, staffing instability means that, whilst standards overall are set to rise, pupils in Years 3 and 4 are not making the progress they should and there weaknesses in the teaching of reading in Years 1 and 2.
53. The school's partnership with parents is good and it believes that this partnership is the key to pupils fulfilling their potential. The school works hard to ensure that parents feel welcome and are actively involved in their children's learning, and this has a significant effect on the standards which they achieve. Parents overall are very pleased with what the school offers.
54. A few parents work in school on a regular basis. A number of others who have supported the school in the past have since been trained and now work in the school as learning support assistants. Parents accompany their children when they go swimming and many more support the very successful School Association. The group raises substantial funds, which make a valuable contribution to the opportunities for pupils' activities. They have provided wet and large

play equipment and trees for the infant playground. Fund raising is now focused on the new library, for which £15,000 has already been raised.

55. The school prospectus, although lacklustre, and the governors' annual report to parents contain good information and meet statutory requirements. There is a home-school agreement which parents, children and the school sign. Parents who are governors are well informed and have a good understanding of their role; they support the work of the school well.
56. The school consults with randomly-selected groups on changes that are to take place and response is usually good. Parents know that they can come into school at any time and will be listened to.
57. Although some of the parents who responded to questionnaires felt that they would like more information about progress, the inspection team is satisfied that the range and quality of information are good. The team is satisfied that the school does work closely with parents. There are two parents' meetings and occasional curriculum evenings, and termly information about topic activities is sent home. In the summer term there is an open meeting and there are regular newsletters. Annual reports are detailed and meet statutory requirements; they contain information on areas for development and are an opportunity for parents to respond. The school operates an open-door policy which parents are appreciative of.
58. Parents have some concerns about the consistency of homework and the school admits that, with the many staff changes, this is an area for them to work on. The homework policy is in place, but there is a lack of consistency in its application. For example, homework is more consistently set in Years 5 and 6 than in Years 3 and 4 and this is one reason why older pupils make better progress. The contribution of parents to the reading records is generally good, although it is insufficient to help those lower attaining pupils who struggle with their reading.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The headteacher is providing the school with very good leadership. Despite the continuing staffing instability, he has retained a clear vision for the school, which has been shared and agreed with both governors and senior staff. It is based on developing very good relationships throughout the school and ensuring that all pupils achieve their full potential. He has a good grasp of the school's strengths and weaknesses. The senior management is developing into a strong team and in almost all instances they lead their teams well. There is a strong sense of continuity and cohesion between headteacher, senior staff and governors.
60. The period of high staff turnover and instability referred to in the last inspection report has continued and the school has found it increasingly difficult to appropriately replace teachers who have retired or moved to other schools. In endeavouring to put in place a high-quality team, the governors and the headteacher together have decided to appoint overseas teachers and, in one instance an unqualified teacher, rather than appoint local agency staff. In most instances this is proving a successful short-term policy to cover a very difficult situation.
61. The governing body very effectively fulfils its responsibilities. Through its structure of sub-committees reporting to the full governing body, issues arising are fully discussed and clear recommendations made. The governors work in close partnership with teachers and are receiving regular reports from subject leaders relating to the strengths and weaknesses in their subject. They also have a good knowledge and understanding of the day-to-day life of the school. They are very clear that the key issue facing the school at the present time is the need to attract high-quality staff whenever there is a vacancy. However, they have not yet managed to find a strategy aimed at alleviating this ongoing problem. Whilst they are able to articulate most of the school's strengths and weaknesses, they are not as clear about standards and the progress pupils are making. They do not make sufficient use of statistical data on standards to help them better understand how well the pupils are performing.
62. The management of the school is good in many aspects. Care has been taken in the assembly of the staffing structure. Young staff are being given the opportunity to shadow experienced

colleagues in English and mathematics, and show considerable potential. For example, they have already completed comprehensive reviews of the outcomes of last year's national tests and are putting in place strategies to ensure that pupils learn more effectively. Although many other subject leaders are new in post, a number are providing good leadership and have a clear understanding of what needs to be done to raise standards further.

63. The co-ordinator for pupils with special educational needs provides effective leadership and management, and organises the team of learning-support assistants very well. This ensures that they are well deployed to meet the needs of the pupils. She is a member of the school's senior management team and takes a full part in meetings. Monitoring of the pupils' individual action plans is effective and the outcomes are used to inform future targets for the pupils and to improve strategies overall.
64. Monitoring has developed well since the last inspection and there is a comprehensive plan for monitoring teaching. This is being carried out by the headteacher and his two deputies. Some of the monitoring is of a high quality and clearly pinpoints areas for improvement. Monitoring of the pupils' work has been completed by subject leaders in most subjects and in most instances is an honest assessment of the strengths, weaknesses and areas for improvement. The school has also recently introduced a new computerised system for tracking individual pupils' performance from year-to-year. This is enabling the school to clarify the targets it is setting for pupils to aspire to as they proceed through the school and to monitor their performance towards these targets. Performance management has been appropriately linked to the school's monitoring programme and all procedures are fully in place.
65. The school has a very comprehensive improvement plan and subject leaders have action plans that link to this. Sufficient finances have been allocated to enable actions to be fully undertaken and the person responsible for each action clearly identified. However, there are too many issues currently being addressed and it is not easy to track the actions to be taken. For example, the school is aiming to make good use of new computerised tracking system, yet because of the numerous other actions insufficient time has been allowed to disseminate this important work and to review what changes in planning may be needed as a result.
66. There are sufficient teaching staff to meet the needs of the curriculum. However, there are currently two overseas teachers, both very recently appointed, and one other is unqualified. This is the second year running that the school has had to appoint short-term overseas teachers to fill vacancies left unfilled following national advertisements. The school has given priority to appointing more learning-support assistants and they are well managed. Careful thought has been given to how best to deploy them and this has been based primarily on the needs of the pupils on the school's special educational needs register. However, they are not always effectively deployed to meet the needs of the teachers; for example, the three inexperienced teachers are not consistently provided with the support they need. Other arrangements for supporting these new teachers are effective. Demonstration lessons by the deputy headteacher help ensure that they have a good understanding of the pace and challenge required in lessons and they are well supported in their planning by colleagues in their year group.
67. Other support staff, including the lunchtime assistants, are used very effectively. The new arrangements for supervising and monitoring lunchtimes are working very well. Lunchtimes are well ordered, peaceful occasions and there is a good range of activities from which the pupils can choose should they wish. Key administrative support staff have been absent for lengthy periods and were still absent at the time of the inspection and this has added to the workload of the headteacher and other senior staff.
68. The accommodation has been improved since the last inspection. Soundproofing has been added to a number of rooms and has had a significant impact on noise levels. However, there are still occasions when noise from one room spills over to another. The school has two halls, although unfortunately neither are of sufficient size to allow all the pupils to attend an assembly. Overall the school makes good use of the available accommodation. Significant improvements have also been made to the hard-surface play area and the school field and both are now of a high standard. Overall the resources are adequate for the school's curriculum, for the range and number of pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. The governors, headteacher and staff should:

(1) raise standards in reading in Years 1 and 2 by:

- putting in place procedures to track the pupils' progress in learning to read;
- identifying pupils with weaknesses in their reading skills and providing more focused support;
- ensuring that there are more opportunities for pupils to read aloud to an adult;
- improving the library stock, in particular of reference books aimed at the young developing reader;

(Paragraphs 5, 7, 87, 91, 99)

(2) improve the quality of teaching in Years 3 and 4 by:

- identifying, through the school's good monitoring systems, the most effective teaching strategies in the school, and sharing them with the teachers in these year groups;
- regularly reviewing the outcomes of programmes of work completed by the pupils in order to inform future teaching;
- making better use of the school's experienced learning-support teachers to assist new, inexperienced teachers;

(Paragraphs 22, 24, 25, 28, 29, 33, 66, 96, 105)

(3) improve the curriculum organisation and learning opportunities for pupils in Years 3 to 6 by:

- increasing the length of the school day for pupils in Years 3 to 6 to meet the average time for most schools;
- ensuring that the length of lessons and the organisation of the school day make the most effective use of the time available;
- increasing the time available for pupils to use the computers in Years 1 to 4;
- improving the arrangements for teaching English and mathematics in Years 1 and 2 so that the work given more precisely matches the needs of pupils of different ages and abilities;
- reducing the number of actions within the school's action plan in order to focus on those which have the most direct impact on raising standards.

(Paragraphs 23, 32, 65, 95, 105, 107)

70. **Other issues which should be considered by the school:**

- improving the quality of the school's brochure;
- improving the arrangements for homework.

(Paragraph 55)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	32	23	3	0	0
Percentage	0	16	47	33	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	509
Number of full-time pupils known to be eligible for free school meals	32

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	60

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence	%
School data	6.3
National comparative data	5.6

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	40	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	22	29
	Girls	34	34	33
	Total	53	56	62
Percentage of pupils at NC level 2 or above	School	72 (92)	76 (92)	84 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	28	31
	Girls	35	34	37
	Total	54	62	68
Percentage of pupils at NC level 2 or above	School	73 (85)	84 (85)	92 (93)
	National	85 (84)	98 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	37	38	75

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	34
	Girls	26	26	34
	Total	51	51	68
Percentage of pupils at NC level 4 or above	School	68 (69)	68 (69)	91 (77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	28	26
	Girls	30	34	32
	Total	52	62	58
Percentage of pupils at NC level 4 or above	School	69 (67)	83 (69)	77 (69)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
476	5	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
11	0	0
0	0	0
1	0	0
4	0	0
0	0	0
8	0	0
1	0	0
1	0	0
3	0	0
1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	18.7
Number of pupils per qualified teacher	27.2
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	416

Financial information

Financial year	2001/02
	£
Total income	1,123,570
Total expenditure	1,138,814
Expenditure per pupil	2,237
Balance brought forward from previous year	43,741
Balance carried forward to next year	28,497

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	7
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	2	0	1
My child is making good progress in school.	49	46	3	0	2
Behaviour in the school is good.	30	64	2	1	3
My child gets the right amount of work to do at home.	16	53	24	6	2
The teaching is good.	46	48	2	0	2
I am kept well informed about how my child is getting on.	24	59	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	33	3	0	0
The school expects my child to work hard and achieve his or her best.	60	38	2	0	1
The school works closely with parents.	32	52	10	2	3
The school is well led and managed.	43	48	3	0	6
The school is helping my child become mature and responsible.	40	54	2	0	5
The school provides an interesting range of activities outside lessons.	66	25	2	0	6

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

71. Children join the school in Reception at the beginning of the academic year in which they become five. Nearly all have spent some time in pre-school education prior to entering the reception class, whether in private playgroups or in nurseries in the near or wider locality. Most children attend the school on a full-time basis, but the youngest come to school for mornings only until halfway through the autumn term, after which they stay all day. At the time of the inspection there were 65 children arranged in three reception classes; all had begun school on the Monday of the inspection week. It is to the credit of the school's induction arrangements and the skills of the staff that the great majority of children quickly settle into their new learning environment. Children enter Reception with generally average levels attainment. However, their attainment in personal, social and emotional development, and their skills in speaking and listening, are above what is normally expected. In contrast, the majority have skills in reading and writing that are below what are normally found among children of their age. They make good progress in the reception classes, across all the areas of learning, with the result that the majority are on target to meet the Early Learning Goals by the time they enter Year 1.
72. The provision for children in the Foundation Stage is good, and has improved since the previous inspection in 2000, when some of the teaching was judged to be unsatisfactory. This is not now the case; teaching is never less than good across all classes, and is occasionally very good. The teachers are experienced and well led by a very competent co-ordinator, and have fully implemented the new curriculum arrangements for children up to the end of the reception year. During the inspection several parents expressed their delight with the way the school introduces their children to school life. They say that their children are already confident, happy and keen to attend.
73. Teaching for children in the Foundation Stage is good for a number of reasons:
- teachers have a secure knowledge of the Foundation Stage curriculum, and are suitably experienced;
 - there is a very good assessment system, which teachers use rigorously to identify individual children's stages of development in all areas of learning, and then arrange activities to take their learning forward;
 - teachers successfully encourage children to become fully involved in their work and to take increasing responsibility for their actions;
 - classroom organisation and the use of available adults are of high quality;
 - staff value highly each child's contribution to daily activities, and show this by taking the time to listen to them, thus raising the children's self-esteem and sense of worth.

Personal, social and emotional development

74. Children make good progress in this area of learning. Across the Foundation Stage, they gain confidence in choosing activities because the staff provide a sensitive structure to develop this skill. They constantly encourage children to feel confident about what they can achieve because they give them individual attention when they do their work. For example, one teacher encouraged children's independence when they changed for their first physical education activity. She purposely avoided giving them assistance until it was necessary. The children responded well to this approach, and were proud to be so 'grown up'. Children play and work well together and share the equipment; for example, when using construction equipment. They help each other when they see the need. For instance, they helped each other to find their name cards in the garden, after their teacher had pretended that someone had taken them outside and spread them around.
75. Children are expected to take responsibility for the equipment. A measure of how well this is achieved is the speed with which most children clear away after they have finished their work, although, at this early stage in their schooling, the adults still need to give considerable direction.

Children show interest in their work, and listen carefully to their teachers and to each other. Most can concentrate for considerable periods; for example, when they use a tape recorder and headphones to follow a simple story. Children enjoy a sense of responsibility as they take turns, as yet with adult supervision, to carry the class registers to the school office.

Communication, language and literacy

76. Children make good progress in this area of learning because the teachers place great emphasis on extending their children's range of experiences, thus increasing their vocabulary and understanding. The staff take every opportunity to support children's development of speaking and listening skills, whether in whole-class discussions, for example, when talking about friendship in assembly, in 'focused' learning activities or incidentally throughout the day. Staff make a point of valuing each child's contributions, and use questioning skilfully to help them to express their thoughts and feelings.
77. Children enjoy listening to stories, whether told to them by adults or on tape recordings. They show preferences and say how they like the story of 'Dogger'. Several children can already write their own names legibly, but most have little control over writing equipment, and a significant minority do not recognise their name when it is written down for them. By the end of Reception, most children write reasonably clearly. Higher-attaining children move quite quickly from copy writing to independent writing. By the time they enter Year 1 these children write simple sentences that form stories or narratives, and their letter formation is of a reasonable standard. Children at this age develop expected reading skills because there are many occasions when they look at and share books, and because, as the year progresses, staff provide increasing opportunities for them to develop their phonic skills.

Mathematical development

78. Children make good progress in their mathematical learning. At the beginning of the year some children can count and recognise numbers to five, and understand the meaning of comparisons such as 'bigger than' and 'smaller than'. By the end of the Reception year, average and higher-attaining children correctly add two more to a number, and gain a sense of the two-times multiplication table. They recognise and name correctly a square, rectangle and triangle; a very few children can do this when they start school. Through other class work, as when painting butterflies, they learn about mathematical ideas such as symmetry. From other artwork they gain a sense of pattern when they print repeating shapes. Children learn to tell the time to the nearest hour when they sing rhymes such as 'Hickory, dickory, dock,' and use clock faces to move the hour hands.

Knowledge and understanding of the world

79. Children build on their general knowledge to help them understand more about the place where they live and how things grow and develop. In these first few days at school they learn about the school grounds and the layout of the building, and become familiar with directions. They see the effects of their actions when they play with sand and water, such as when making a waterwheel revolve, and delight in the many opportunities to take on a range of roles; for example, when dressing up as a fire fighter, answering the 'telephone', or working in the class 'garden centre'. Over time they use all of their senses to investigate a good range of scientific characteristics. For example, in spring they use the grounds to plant their own seeds, watch them grow, and record simply the changes that take place in the plants. They look after butterflies and take a real interest in their life cycle.
80. They use computers to support learning in other areas, such as art, and build and construct a range of models. Indeed during the inspection children could already use a mouse to select the colours that they wished to 'paint' with, and then click on 'print' to produce a copy that they could take home.

Physical development

81. Children make good progress in developing their physical skills. Many activities challenge them to be accurate in their work, for example, as they paint, construct models, and use pencils to draw, and to begin to form early writing marks on paper. They have good opportunities to take part in outdoor play activities when they use a range of tricycles, carts, and other wheeled toys, which some children already control well. The staff have a good view of the children during these times, although one play area is constructed of paving slabs laid unevenly, and is not ideally suited to these activities. Nevertheless, children have good opportunities to use the school's equipment. For example, later in the year they explore and use, with close adult supervision, an adventure area that contains swings and climbing equipment. Children take part well in more formal physical education activities in the hall. They follow the teacher carefully when she demonstrates movements, and watch for signs to 'stop' and 'go'. They learn very quickly to listen and to react to instructions, such as 'Find a space' and 'Still like statues'.
82. In their chosen or teacher-directed classroom activities, most children handle equipment carefully, for example, when 'fishing' with a magnet, or when using felt pens to practise early writing skills.

Creative development

83. There is good provision for children's creative development, and they make good progress towards meeting the Early Learning Goals by the time they transfer to Year 1. Children have many opportunities to develop their creative skills. They choose from a suitable range of tools and materials to make colourful and attractive pictures to express their ideas, sometimes attempting to copy the techniques of famous painters, such as Jackson Pollock or Kandinsky. They paint on paper their imaginative designs, sometimes using music to stimulate 'happy' or 'sad' moods, and reflect these emotions successfully in the finished pieces. Some paintings have no particular form, but are attractive and interesting pieces in themselves; for example, when children 'splash' different colours of paint onto paper. The teachers set children other challenging, 'messy' but enjoyable tasks, such as when they make handprints with paint, or make prints of their own feet in clay.
84. Children develop musical skills from a detailed music curriculum, although the one activity seen during the inspection was the first that the children experienced since they started school. In this activity most children learned to follow the teacher's instructions to start and stop playing their simple percussion instruments, because the teacher had high expectations for them to do so. Indeed, some children successfully accompanied their own singing of 'Twinkle, twinkle, little star'.

ENGLISH

85. Standards attained by the pupils in statutory tests taken at the end of Year 6 were below the national average in 2001 and well below the average for similar schools. However, for their abilities, judged on their past performance at the end of Year 2, they made sound progress from Year 3 to Year 6. In 2002 standards were slightly higher, despite more pupils being on the school's special educational needs register than in previous years. This was primarily because the school had put in place a number of actions to improve the quality of the pupils' writing, leading to a rise in the number of pupils attaining the national standard, Level 4. Overall there has been a steady rise in standards, at least in line with the improvement nationally, over the past four years.
86. Standards in reading and writing attained at the end of Year 2 in 2001 were well below the national average and that of similar schools. This represents a significant decline from the previous year. Whilst standards in writing rose in 2002, standards in reading were slightly lower. As in Year 6, the school has focused its efforts on raising standards in writing and has not given the same attention to reading. A consequence of this was that over a quarter of the pupils failed to reach the nationally expected standard, Level 2, in reading, almost double the national percentage.
87. Inspection evidence indicates that standards are now average in Year 6 and that the percentage of pupils likely to attain Level 4 and the higher Level 5 is set to rise. This is because of the good, and, at times, very good teaching in Years 5 and 6. Standards in writing are also now average in Year 2. However, standards in reading are not improving at the same rate and remain below average. There is too much emphasis given to pupils reading at home and, where this does not

occur, there has been insufficient attention given to providing them with additional opportunities to read to an adult at school. Overall standards are as they were at the time of the school's last inspection, although standards in reading at Year 2 are now lower.

88. In all the years there is good provision for those pupils with identified special educational needs, although insufficient attention is being given to supporting those pupils in Years 1 and 2 who have difficulties in learning to read. There is particularly good progress when teaching assistants provide these pupils with carefully planned support, and make written assessments of their progress during lessons. The school is also providing good support for the pupils who are in the early stages of learning English.
89. Standards in speaking and listening are satisfactory throughout the school. The pupils build satisfactorily on the opportunities they have in the foundation year and make sound progress. Generally pupils concentrate well in lessons and listen attentively to their teachers and to each other. They work effectively in pairs and in larger groups. In a Year 3 / 4 lesson pupils talk about their choice of words to create an effective setting, contributing phrases such as: "birds wings shining like sapphires in the sunlight" and "crystal clear sky". By Year 6 pupils are able to speak about "similes", "adverbs" and "adjectives" when talking about their work and know the difference between asking "open" and "closed" questions. In a minority of lessons some pupils find it difficult to listen and take turns. Where there is too much calling out, there are few opportunities being given to develop the speaking skills of the rest of the class. However, the school generally ensures that there is a good range of opportunities for pupils to develop their oral skills and in the most successful lessons teachers encourage them to express their ideas and opinions and value what they say.
90. Standards in reading are satisfactory for the majority of pupils by the time they reach Year 6. Progress made by older pupils is good and there are some capable readers. By the age of eleven most pupils have good attitudes to books and are able to express preferences about what they read. The most able read fluently and with good expression, showing appreciation of humour in the text. By the age of seven, standards in reading are unsatisfactory overall. Many pupils experience difficulty with learning to read. They can recognise a range of common words by sight but fail to make appropriate use of phonic skills to help them read words they do not know. They recognise the individual sounds in a word, but many are not able to blend them together to make a word. However, higher-attaining pupils make better progress and are making good progress in learning to read expressively and with fluency, responding well to punctuation.
91. The home-school reading diaries, which are used for the younger pupils, contain many helpful comments from parents and teachers. This is a very useful dialogue, which has a positive effect on progress. However, where this does not happen and pupils do not read at home, the school has not developed ways of enabling them to practise their reading regularly at school. Apart from the home-school diary there is insufficient attention given to the monitoring of reading, the tracking of progress and the setting of specific targets for improvement. For example, the time given to group and quiet reading is not consistently well used to focus on the needs of individual pupils, and records kept lack clear analysis. In part because of the concerted efforts to raise standards in writing, the weaknesses in pupils' reading have not been identified as soon as they should have been.
92. Pupils are developing a technical vocabulary with which to talk about books. They know and use words such as 'title', 'author', 'illustrator' and 'contents page' and in one Year 1 / 2 class some of the pupils were writing a blurb for their own books. They read a variety of texts including stories, poems and information books. Many Year 2 and Year 3 pupils know the difference between fiction and non-fiction and use an index and contents pages to find information. Most pupils are able to re-tell key points of a story and by Year 6 they have views on characters and have favourite authors.
93. Standards in writing are average. By the age of seven, pupils are being encouraged to write more imaginatively by adding description to their work. They write for a range of purposes including stories, letters, descriptive writing, information books and accounts. The most able pupils are beginning to structure their work logically. They make some appropriate use of punctuation, using

- capital letters and full stops, although this is not always sustained throughout their work. Their spelling is generally satisfactory and they confidently spell such words as “little”, “someone”, and “friend”. However, most average and lower-ability pupils are not making consistent use of capital letters and full stops when punctuating their work. For these pupils, spelling is inconsistent and, although they are able to spell simple words such as “tap” and “tree”, using their phonic knowledge of individual sounds, they do not use more complex spelling patterns.
94. By Year 6 pupils overall attain average writing skills with some attaining high standards in their imaginative writing. When using the works of Charles Dickens as a stimulus for writing, pupils use descriptive language to very good effect; for example, “It was tranquil. People wandered around the old streets, children playing near the beautiful fountain” and “All around there was noise, weeping, screaming and anger filled the air”. The work seen shows a good coverage of a range of writing for different purposes and audiences. Pupils develop a good sense of persuasive writing and argue a point of view, as in their letters to the headteacher about school uniform. Throughout the school, pupils use a “First Draft” book for much of their written work. Although the use of such a book can be effective for planning and drafting work to improve writing standards, too little work is presented as a best copy and therefore standards of presentation, spelling and punctuation are occasionally unsatisfactory. Topic books show some well-presented work but there is too little work of this high standard. There are some instances where pupils are using ICT to support their writing, although overall computers are not consistently well used to support the pupils’ learning.
95. The quality of teaching in Years 1 and 2 is satisfactory. In Years 3 to 6 the teaching ranges from very good to unsatisfactory but overall it is sound. It is best in Years 5 and 6, where much of the teaching is good and some is very good. Throughout the school, lessons are well planned and the objectives are clear and always shared with the pupils. Most teachers make generous use of praise, which encourages their pupils to do their best. At Key Stage 1 the teachers’ knowledge and understanding of the subject are sound and they are able to teach the various elements of the Literacy Strategy. However, achieving the necessary balance to meet the needs of pupils in both Year 1 and Year 2 within the same lesson is not always achieved. On occasions the range of abilities and needs is considerable and teachers either provide insufficient challenge for the more able or set work that is too difficult for younger pupils, who have only very recently completed their reception year. Consequently, in some lessons the youngest pupils lose motivation and confidence.
96. The majority of teachers at Key Stage 2 have good subject knowledge, including those new to the English educational system. This is reflected in the implementation of their planning. In the best lessons, activities are imaginative and challenging, and successfully engage pupils’ interest. Whole-class teaching includes good questioning of pupils that encourages them to express their opinions. For example, in a Year 5 / 6 lesson pupils were asked to imagine the mood of the crowd after the death of a child in a passage from “A Tale of Two Cities”. Where the teaching is successful, teachers involve all pupils in answering questions and use effective methods to ensure that pupils with differing levels of attainment have opportunities to take part in oral work. Where teaching is unsatisfactory in Years 3 and 4, the teacher has insufficient basic skills and subject knowledge to challenge the pupils and extend their learning. In such lessons the pace is too slow and there is a lack of clear guidance to the pupils on what is expected of them. This leads to a lack of concentration and a low level of achievement. Teaching assistants are generally effectively deployed, although some of them are not given sufficient guidance to support younger pupils in learning to read. However, where their work is well focused by the teacher, they regularly provide a very good level of support.
97. Overall, the pupils display good attitudes to their work and in some lessons, especially those involving the oldest pupils, they are conscientious and enthusiastic about their learning. For example, in one lesson where pupils were asked to write a “spooky” setting for a story, they settled to their work quickly and remained on task throughout this part of the lesson. A significant number were so engrossed in their writing that they wanted to continue and asked whether they could complete their work at lunchtime or at home.
98. The arrangement for co-ordinating the leadership of English between two teachers is new and both teachers are new to their roles. At the present time the co-ordination is satisfactory and the co-ordinators have a sound understanding of the strengths and weaknesses. The co-ordinator for the

older pupils has already produced an action plan and has begun to analyse data from assessments to determine areas for development. A similar process needs to be established in Years 1 and 2 so that the school can focus very clearly on specific areas for development and set appropriate targets of achievement for individual pupils. For those teachers new to the English educational system, the school is providing good support, although weaknesses in teaching where teachers are new to the school or to their current year group have not yet been satisfactorily addressed.

99. There is a good supply of books to support the implementation of the Literacy Strategy. However, the school is poorly resourced in the quantity, range and quality of the books the pupils can choose to take home. The two library areas are both poorly stocked with reference books and they are not always accessible. Discussion with pupils indicates that these books are little used for individual research, which limits opportunities for pupils to develop independent learning skills. Pupils, particularly in Years 5 and 6, are making good use of the computers in their written work. However, in Years 1 and 2, little use is made of information and communication technology to support the pupils' learning. The school has recognised that the library provision is unsatisfactory and has drawn up plans and raised money for a new library to be built. The range of displays supports the subject well.

MATHEMATICS

100. Standards attained by the end of Year 6, as measured by statutory tests, have declined slightly year-on-year since 1999. In 2001, standards were below the national average and in comparison with those in similar schools were well below average. However, in 2001 there were significantly more pupils on the school's special educational needs register. This explains why, for their abilities, judged on their past performance at the end of Year 2, despite attaining below average standards, the pupils made good progress from Year 3 to Year 6 in comparison to similar pupils. The most recent results in 2002 were again lower; in particular there was a significant dip in the proportion of pupils gaining the higher level. The percentage of pupils both claiming a free school meal and on the school's educational needs register was again significantly higher than is now the case in other year groups. However, significant staffing instability, including some staffing illness, has also been a contributory factor.
101. Standards attained at the end of Year 2 were also below the national average in 2001 and well below, in the bottom five per cent, of schools where pupils are drawn from a similar background. Standards in 2002 were again lower. Analysis of the pupils' performance indicates that the main reason for the lower standards was that pupils were not secure in basic numeracy skills, for example, in their ability to measure, multiply and divide by 2, 5 and 10, or in many instances to identify odd and even numbers.
102. Inspection evidence indicates that standards are now on course to rise in both Year 2 and Year 6. Pupils in the current Year 6 attained well in national tests in Year 2 and are making good progress, although a few are struggling with basic numeracy skills they should have acquired in Years 3 and 4. Despite this, a greater proportion of pupils are on course to attain the nationally expected Level 4 and in particular the higher Level 5 than in the previous two years. This is mainly because the pupils in both Years 5 and 6 are being well taught and, particularly in Year 6, much of the teaching is very good. Similarly, standards in Year 2 are higher. There are a number of reasons for this. Much of the teaching is now good and occasionally very good. The team of teachers teaching Years 1 and 2 is settled, the new co-ordinator has undertaken a thorough review of last year's results, and significant changes in planning mean that pupils are now being given more practice at learning basic mathematical skills and concepts.
103. The school has worked hard to improve standards since the last inspection, but with limited success. Continuing staffing changes, particularly affecting Years 3 and 4, but also Years 1 and 2, has meant that it has taken longer than envisaged to ensure that improvements lead to higher standards. In particular, the newly-introduced arrangements for teaching all bar the lower attainers in mixed-ability single-age classes is ensuring that teachers are better able to focus the teaching at the correct level in order to meet the needs of the pupils. The arrangements for teaching the lower attainers in smaller mixed-age classes are ensuring that their specific needs can be met. Learning-support assistants are used well in lessons and they provide very effective support for

groups of pupils as directed. Teachers are making good use of the analysis of last year's results to inform their planning and more time is being allowed for pupils to become confident in each topic covered before moving on to new learning. This is particularly noticeable in the current teaching in Years 1 and 2.

104. Most Year 6 pupils are confident in their ability to multiply two decimal numbers, although some struggle because they are not secure in their ability to rapidly recall their times tables. The small group of lower attainers are able to double numbers to 50, although some lack any confidence in their ability to work mentally and require substantial support from learning-support assistants within even rudimentary multiplication questions. In Year 2 the pupils have a good understanding of the properties of three-dimensional shapes, and the higher attainers are able to investigate a three-dimensional shape in order to find the numbers of faces, edges and corners. At both Year 2 and 6, the competencies they demonstrate indicate that they are working at a standard which is broadly appropriate for pupils in the early weeks of a new academic year.
105. The teaching is now good in Years 1 and 2 and lessons are conducted at an appropriate pace, using a range of teaching strategies. This means that in most lessons the pupils work well and show interest. The team are confident in their teaching and benefit a great deal from joint planning and the opportunities to review the quality of the pupils' learning at the end of each topic. However, there are areas for improvement, in particular the need to ensure that pupils are given much clearer advice about both the quantity and quality of work expected of them during whole-class activities. There are instances where teachers do not have sufficiently high expectations of the pupils, particularly the more able. Insufficient thought has been given to using maths games, and introducing competitions and challenges in order to bring lessons to life and to galvanise the pupils into greater action. Mental mathematics is generally well taught, although in almost all instances teachers struggle to pitch the questions in order to meet the needs of the higher-attaining pupils in Year 2 as well as those that are very young and insecure and at the beginning of Year 1. These weaknesses are also evident in the teaching in Years 3 and 4. There is a small amount of very good teaching in these year groups, and in other classes most of the teaching is sound. However, there is some unsatisfactory teaching where teachers are insecure in their own mathematical knowledge and where as a result the pupils do not make sufficient progress in the lesson. With three of the five teachers new to the school or to these year groups, the teaching is not yet sufficiently good to ensure that all pupils make the progress they should.
106. The best teaching is in Years 5 and 6. Here the teachers are adept at stimulating the pupils during the mental mathematics session by asking questions of differing challenge to pupils of various abilities. They show that they know their pupils well, and are able to pitch the teaching at just the right level. This ensures that all pupils are involved. Precise explanations and demonstrations are given and the pupils regularly asked to demonstrate to their classmates. In one such Year 6 lesson on the multiplication of decimal numbers there was a general hum of approval from the class as one pupil was able to work out a particularly challenging decimal problem in front of the whole class.
107. The arrangements for supporting teachers new to the school, to a particular year group or to the English educational system are sound and in some respects good. In particular the demonstration lessons given by the deputy headteacher and the discussion which follows are proving very helpful. Similarly, the team planning to a carefully considered scheme of work is ensuring that they are clear about what pupils are required to learn. However, in a number of instances, these teachers are not provided with experienced learning-support assistants and therefore some struggle in lessons to provide sufficient support for the various ability groups within their class.
108. The appointment of a second co-ordinator, specifically to provide leadership in Years 1 and 2, is working well. For example, it is enabling a more thorough analysis of last year's test results. Jointly, the co-ordinators have prepared a list of areas for improvement. Whilst the actions are appropriate they have not focused sufficiently on the one or two key areas that will make the most difference, for example, ensuring that the teachers, particularly new teachers, have clear expectations of what higher-attaining pupils should achieve within a lesson and over time. Generally the arrangements for teaching the pupils work well, although the wide differences in age and ability in the Year 1 and 2 classes make it difficult for teachers to pitch the learning at

precisely the right level. The time allowed for mathematics is sufficient. However, the organisation for moving the pupils from class to class at the beginning and end of lessons is slack and too often pupils spend time waiting to enter or leave their classroom. Information and communication technology is being used to support the pupils' learning, particularly amongst older pupils with special educational needs, for whom programmes are used well.

SCIENCE

109. The results of assessments made by teachers in 2001 showed that pupils at the end of Year 2 attain levels that are broadly in line with those found nationally, both for those reaching the expected Level 2 and for those reaching the higher than expected Level 3. The inspection confirms that most pupils, by the end of Year 2, attain expected standards for pupils of this age.
110. Standards by the end of Year 6, as measured in the statutory tests, rose year on year to 2001, when pupils reached the average national level for all schools, from a low level in 1997. These standards were still well below the average score reached by those schools with pupils from similar backgrounds. However, a more reliable indicator, the progress they made from Years 3 to 6 in comparison to similar-attaining pupils at the end of Year 2 in other schools, indicates that they made good progress. The most recent test results in 2002 show a fall in attainment, both in the proportion of pupils attaining the nationally expected Level 4, and the higher Level 5. The main reason for this fall in standards is that the latest cohort of pupils to take the tests comprised a considerably higher proportion with special educational needs.
111. Inspection evidence shows that most pupils currently in Year 6 are likely to attain the nationally expected Level 4 at the end of the present academic year, with a greater proportion than last year reaching the higher Level 5. This judgement reflects an improvement since the previous inspection, when pupils at the end of Year 6 were judged to have made unsatisfactory progress. This is not now the case because the quality of teaching for pupils in Years 5 and 6 is consistently better than it was, and teachers of these year groups have higher expectations for pupils to learn and to make good progress.
112. The school has made good efforts over the past few years to raise standards in this subject, but much still needs to be done to achieve and maintain consistently high standards. For example, the previous inspection noted that the school had worked hard to improve the curriculum, to ensure that pupils undertook an appropriate range of scientific activities. There is no doubt that the emphasis the school places on pupils carrying out investigations is having the desired effect in extending and consolidating their knowledge about a wide range of scientific concepts. Pupils particularly enjoy these activities because most take pride in using their previously acquired knowledge as a basis for posing and testing their own theories. A particularly effective example of this approach was seen in a good Year 3 / 4 lesson, when the teacher discussed with the pupils a range of interpretations from a previous investigation into light and shadows. Several higher-attaining pupils responded with insightful observations about how the investigation could have been made more accurate.
113. An analysis of work shows that most pupils begin the National Curriculum in Year 1 with an inquisitive approach to science and, when teaching is good, revel in the opportunity to find the answers to questions such as 'Why?' and 'How?' Pupils in Years 1 and 2, for example, use a wide range of musical instruments to try to classify the sounds that they hear. Most pupils work co-operatively to compare and contrast the sounds and the way the instrument has to be played in order for it to function. Higher-attaining pupils discuss with some accuracy why instruments sound differently when hit, blown, shaken or plucked. Much of the work done in Years 1 and 2 is based on pupils observing, classifying and recording what they see. For example, they measure the distances that small wheeled toys travel down a slope, see what happens after predicting the results of heating and cooling chocolate or jelly, and sort different materials according to a range of characteristics. It is through such a range of activities that the pupils successfully learn the basis of a number of scientific principles.
114. Most of the teaching in Years 1 to 4 is satisfactory. Teachers have sufficient subject knowledge, and use the school's scheme of work to good effect when they plan together their lessons.

However, teachers' expectations for this age range are not consistently high enough because they too easily accept written work that is of a poor standard, either in terms of content or presentation. In addition, they do not exhort pupils to use those skills that they have learned in literacy lessons. They sometimes mark the work 'excellent' when it clearly is not. Indeed, throughout the school the quality of written work in the subject is not good enough. Most teachers fail to remind pupils of the need for well-organised written work in their science books. The books, in themselves, do not promote high-quality work because they contain only plain paper, and many pupils find this difficult to use for well-organised writing and, on occasions, tabulating results of investigations. Pupils in some classes in Years 1 to 4 are expected to copy their teacher's writing directly, including lesson 'objectives'. This is unsatisfactory practice because many pupils, including those with special educational needs, do not understand what they write, and so do not learn as much as they might.

115. It is noticeable how the work done in Years 3 and 4 refers more directly to everyday phenomena, and how the depth of this work extends in Years 5 and 6. This is helpful to pupils' learning because they can identify more clearly with what they are doing. Indeed, the range of topics covered is impressive. For example, work on water in Years 3 and 4 includes reference to the nearby Thames and, in Years 5 and 6, work on 'habitats' includes considerable reference to food chains, ideal environments, and the influence of aspects of modern life on the balance of our environment. Consequently, some pupils in Year 6 are particularly aware of changes to our environment, and cite the increase in the number of animal species across the world that are becoming extinct.
116. The quality of teaching across the school is satisfactory overall. It is better in Years 5 and 6, where it is at least good, and sometimes very good, than in the other year groups. Most pupils in Years 5 and 6 are excited by their science lessons and learn at a good rate. This is because the lessons are interesting and move at a demanding pace, yet the work that teachers ask the pupils to do is more carefully matched to individuals' prior levels of attainment. No time is wasted, and the teachers use questioning very effectively to move pupils' learning forward. The teachers of these year groups give pupils a good level of independence in their learning, to which they respond with perseverance in their tasks. As a result, they learn quickly. For example, during the inspection Year 6 pupils were learning in considerable detail about the life cycle of a flowering plant. By the end of their lessons, which contained work of a practical nature, pupils of all abilities competently discussed the processes of germination, pollination, fertilisation and seed dispersal. They could name the essential parts of the flower and their functions. It is because of this quality of teaching that most pupils in Year 6 are confident and competent when displaying their considerable knowledge of science.
117. A major contribution to the improvements in the school's provision for science is the good work of the subject co-ordinator. She ensures that most teachers provide a rich and interesting curriculum for their pupils because, over several years, she has honed the curriculum and made it better suited to the two-year cycle of learning necessitated by the school's class groupings. However, there are not enough opportunities planned for pupils to use and develop their computer skills. She is a good classroom practitioner who sets a good example to her colleagues, although opportunities for her to observe lessons in classes other than her own are limited. As a result, she has little opportunity to iron out some rather mundane teaching or to share fully with her colleagues those strategies that are most effective.

ART AND DESIGN

118. Only two lessons were observed during the inspection. However, from talking to teachers and pupils and from scrutinising the pupils' work, it is possible to make a judgement on standards and pupils' progress.
119. Standards in art, as at the time of the last inspection, are in line with the national expectations at the end of Year 2 and Year 6. The pupils in all year groups make sound progress, although a scrutiny of the pupils' artwork indicates that progress is better in Years 1 and 2, and 5 and 6, than in Years 3 and 4. This because the younger and older pupils undertake a more varied range of activities and because the planning for lessons is more thorough. Changes in staffing from year to

year have also been a factor in the slower progress in these two year groups.

120. By the end of Year 2, the pupils have undertaken a wide range of activities, including printmaking, painting and observational drawing, and produced notebooks on the work of Van Gogh. Some of this work is sensitively produced and a number of pupils have produced delightful drawings of plants, demonstrating their ability to record using various qualities of line. Their notebooks on the life and works of Van Gogh show they have a good understanding of his work and they have used their understanding well in their drawings and paintings of sunflowers. During these two years they consistently develop their skills further, building on the wide range of art activities undertaken in the reception year.
121. By the end of Year 6, most have increased their knowledge of the work of artists to include a number of twentieth-century artists; for example, Georgia O'Keefe, Kandinsky and Warhol. As in Year 2, they copy the work of some of these artists, producing lively drawings and paintings. However, they do not have sufficient opportunities to explore the work of artists active before the twentieth century or from other cultures. They continue to develop their drawing skills, although overall there are insufficient opportunities for them to draw for investigative purposes, to make collections from which they make appropriate selections or to develop their ability to sketch for a variety of purposes. There are some opportunities to work in clay and the school has a kiln which is in good order. However, overall, the pupils are given little opportunity to work three-dimensionally, in particular to make constructions. However, some of the limitations in the weekly programme of art have been offset by the introduction of an Arts Week. Some of the work produced during the week, including monotone "mood" paintings linked to a study of Picasso's paintings, is lively. Discussion with pupils and staff indicates that this was a very successful new initiative.
122. It is not possible to make a judgement on the quality of teaching. However, from the two lessons observed it is clear that the school's scheme of work, which is directly copied from the nationally prepared scheme, is not used by all teachers. It also does not give sufficient support to those teachers who lack confidence in their ability to teach the subject. In some year groups, most noticeably Year 5 and 6, some of their planning is linked to the history and geography projects rather than following the agreed scheme. As a result pupils are not learning skills in a systematic way and there are missed opportunities in lessons to introduce them to an appropriate range of artists. For example, the pupils do not progressively develop their ability to mix and use colour in their painting or develop their drawing skills through undertaking tonal and line exercises.
123. The new co-ordinator has a good understanding of the strengths and weaknesses and has benefited from very helpful and perceptive monitoring of the pupils' work undertaken by the last co-ordinator. She has a good action plan and her decision to review the current teaching and identify teachers' strengths, weaknesses and preferences is an appropriate way of improving the overall provision. This will enable the production of a revised curriculum plan showing where and when the various skills are to be taught as well as identifying the range of activities to be undertaken. There is a sufficient range of materials. However, there are insufficient large posters of artists' work, in particular representing work from other cultures.

DESIGN AND TECHNOLOGY

124. It was not possible to see lessons during the week of the inspection due to the subject planning cycle. Therefore no judgement is possible on teaching and learning. However, from talking to pupils and the subject co-ordinator, and scrutinising a small sample of the pupils' work and photographic evidence, standards are judged to be in line with national expectations by the end of Year 2 and the end of Year 6.
125. On the evidence seen, pupils make satisfactory progress by the end of Year 2 and Year 6. They were able to talk about the design and making process. Several pupils in Year 4 talked very enthusiastically about the process of designing and making artefacts. For example, they had made a torch to be used at roadworks. They were able to discuss their project folder and the materials collected and used in constructions. They showed satisfactory knowledge of the design process. Three pupils in Year 6 were able to discuss the importance of evaluating the success of

a product. They knew that evaluation meant looking at what they had done and how they could make the process and final article better. The folders follow a structure and this assists both pupils and staff in providing an outline of the steps involved in designing and making. Whilst some folders are well presented, others indicate that the pupils have not taken sufficient care in the overall presentation.

126. The curriculum is planned as a series of topics based on the nationally approved scheme of work. There are some good links made with other subjects. For example, the work in textiles involved making a slipper and the decorative aspects demonstrated good links with art and design. Some pupils in Year 3 were able to recall designing and making houses in Year 2 and were able to talk with some confidence about the different flat and pitched roofs. They were able to state that in some countries the weather would have an influence on the design of the building. Links were also made with insulation in science and the design of an egg cosy. The Healthy School Project had been linked with the topic on 'fruit and veg' with the result that a local supermarket was sponsoring free fruit at playtimes until half-term. The school hopes the pupils will continue to bring their own fruit in future.
127. The teachers' planning is generally sound. Working in teams of five to plan for each of the joint year groups means that there is good opportunity to share ideas. The co-ordinator has recently taken over the responsibility but has a clear understanding of the issues to be addressed. Monitoring has only recently started, but the co-ordinator is aware that colleagues need support in developing their personal knowledge and skills, and that assessment means staff will need to become more familiar with the curriculum levels. In particular, teachers new to the English educational system require support in interpreting plans and understanding the key skills to be taught. The time allocation is constrained by the demands of other subjects. However, within the limited time available, pupils are barely able to cover sufficient aspects of the school's scheme of work in order to appropriately develop their knowledge, skills and understanding. The subject has had a substantial increase in budget, and resources are now satisfactory. They are stored in a central location and accessible.

GEOGRAPHY

128. Only three Year 3 / 4 lessons were observed during the inspection week. There was also a limited range of work retained from the previous year. Judgements on standards and pupils' progress are therefore based primarily on discussions with pupils and teachers.
129. Standards at both Year 2 and Year 6 are judged to be in line with those found nationally. The pupils make sound progress. These are the same findings as those at the time of the last inspection.
130. Pupils in Year 2 can identify land and sea on a map and can discuss features of the places visited by 'Barney Bear,' a teddy bear who travels with pupils and parents and who sends back information and photographs from his visits. In Years 3 and 4, pupils are learning about taking care of the environment by recycling waste. They are devising questionnaires to find out about people's attitudes to recycling. By Year 6 pupils are able to demonstrate that their knowledge and understanding are in line with national requirements for their age. They are enthusiastic in recalling facts and explaining geographical features. For example, they can name the continents, oceans and highest mountains of the world and are able to identify various countries within Europe. They are able to recall a range of key geographical facts about India and can compare its climate, way of life and population with England. They are able to search a range of sources for information, including the Internet.
131. The content of the three lessons observed during the inspection was very similar. However, the quality of teaching varied from very good to unsatisfactory. Where the teaching was very good, the teacher's enthusiasm for, and knowledge of, the subject matter meant that the lesson was conducted in a lively manner which fully captured the pupils' interest. The teacher made good use of a homework activity to review the work covered in a previous lesson. Open-ended questions successfully extended pupils' thinking about why people might choose not to re-cycle their waste. After a very good whole-class discussion in which the teacher responded effectively to pupils'

ideas, they all participated in further discussions with a partner. As a result, some thoughtful questions were devised for a questionnaire, such as "Do you recycle some materials more than others?" Where the teaching was unsatisfactory, the teacher did not clearly introduce the topic to the pupils or engage in sufficient discussion before asking them to proceed with the written task. As a result, the pupils' learning was restricted by the need to write down a list of questions without sufficient understanding of the subject. Despite their interest in the topic, they made few gains in their understanding.

132. The school has a clear scheme of work, which ensures that the National Curriculum is covered. Key skills to be learnt in each year group are identified and linked to suggested activities. However, there was insufficient work observed to make a judgement about the extent to which work in geography helped develop the pupils' literacy skills. At present, there is no co-ordinator and no action plan in place for further development and consequently the headteacher is supervising the subject. He is maintaining a satisfactory overview of provision and has monitored some teaching as well as teachers' planning. Resources for the subject are adequate. The school makes good use of the library loan service provided by the county and selects material from the Internet to support teachers and pupils. However, the range of books within the school library is limited.

HISTORY

128. Only two lessons were observed during the inspection and it is therefore not possible to make a judgement about the quality of teaching. However, from a scrutiny of the pupils' work and discussions with both pupils and teachers it is possible to make a judgement on standards.
129. The attainment of pupils is in line with that expected of pupils nationally at both Year 2 and Year 6 and they make satisfactory progress. This represents an improvement, as at the time of the last inspection the pupils were judged to be making unsatisfactory progress in Years 3 to 6.
130. Pupils beginning in Year 6 have an appropriate sense of chronology and can place Ancient Greek, Tudor and Victorian times in order and say how relatively long ago they were. They have a good knowledge and understanding of the life and times of Henry VIII. They are well informed about his marital affairs and can discuss reasons for his power and his relationship with the church. They can discuss features of life in Ancient Greece including the Olympic Games, Greek gods and myths. They enjoyed their visit to Hampton Court last year and talked with interest about their current work on the Victorians and the links with work on Dickens in literacy lessons. Their knowledge and understanding overall indicate that they are well on course to attain at least in line with national standards. Pupils in Year 2 also demonstrate that they have a developing understanding of chronology and talk with enthusiasm about events that have happened in the past.
131. In the two lessons observed the teaching was sound, although in both there were good features. For example, in a Year 5 / 6 lesson the planning and preparation were very thorough. The pupils were making good use of local census material to find out about life in Little Thurrock in 1851. However, an overly-long introduction meant that the pupils did not have as much time as they needed to complete the scrutiny of the documentation. A lesson on old toys in Year 1 / 2 was very appropriate for the pupils in Year 1, who could use the terms 'older than' and 'newer than' to describe them. The teacher encouraged pupils to compare and contrast the old and new toys and was entertaining and engaging in her manner. However, the pupils in Year 2 were not challenged sufficiently and there was no opportunity for them to work at a higher level, sorting and ordering toys according to age. The introduction of a humanities book in which pupils record their work is an improvement as, at the time of the last inspection, there was no means of monitoring progress or checking the outcomes of lessons, because classes recorded their work in different ways. Pupils show a keen interest in history.
132. The management of the subject has improved since the last inspection and is now sound. The co-ordinator has an action plan for the further development of the subject and has a budget to support

it. The curriculum has considerably improved since the time of the last inspection and is now well balanced. The National Curriculum is covered. The curriculum is enriched by a range of visits and displays, which are of particularly good quality in Year 5 / 6 classrooms. Pupils are required to write for a variety of purposes and this supports well the development of writing skills. An appropriate scheme of work is now in place. Good use is made of materials published by the government. Clear objectives for pupils' learning in each topic are identified. The co-ordinator has monitored work and displays to ensure that the planned curriculum is covered and provides good support for colleagues. The school has an adequate range of resources for history, and a good sum of money has been provided to further enhance the provision this year. The school make good use of library loans from the county and there are books within classes to support the topics covered, but the provision of books within the school library is limited.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. The previous inspection judged that the standards attained and the provision for ICT were unsatisfactory. There has been improvement in both of these aspects of the subject over the past two years because the school has taken note of the last report and used a number of strategies to raise standards. These include more training for teachers, the updating of a comprehensive scheme of work, and the purchase and commissioning of a good range of new hard- and software, some of them conveniently arranged in two computer 'carousels,' with machines connected to the Internet.
134. Standards attained by pupils by the end of Years 2 and 6 are higher than they were at the previous inspection, and are now as nationally expected in those aspects of the subject that are taught. This is mainly because pupils have many more opportunities to use computers, both to develop ICT skills, and to apply their skills to learning in other subjects, an aspect that is still developing. Most pupils achieve well in word processing and, by the end of Year 6, are on target to achieve satisfactory standards in the use of computers to interpret data. However, they have had little opportunity to develop skills in computer-control technology or modelling because, until recently, the hardware has not been available. Pupils in Years 5 and 6 confidently use the Internet and CDROMs to search for and collect information, and use these techniques well to support learning in subjects such as science. For example, they have sought and found information on gravity, life cycles and space. Data from investigations into pulse rate were interestingly represented in computer-generated graphs. Across the school, pupils with special educational needs make sound progress.
135. Pupils entering Year 1 show a good level of competence because they have used computers regularly in the reception classes to 'draw' and 'paint', and to write simple sentences. By the time they reach the end of Year 2, most pupils attain satisfactorily in word processing, and can correct, alter font style, save and print their work. Work with a floor robot gives pupils an insight into how to control events through giving instructions. By the time they are in Year 6, the great majority of pupils confidently use computers as a tool to enhance their writing, as seen when some wrote 'spooky' stories as part of their English lesson. Samples of finished work include some good examples of structured writing, which is properly paragraphed and attractively presented in a range of font styles and colours. As appropriate, pupils include in their writing pictures that they 'import', sometimes with photographs they have taken with a digital camera.
136. There were few lessons seen in ICT during the inspection, although it is plain to see from teachers' planning that pupils across the school have regular lessons in the subject. However, pupils in Years 1 and 2, and to an extent in Years 3 and 4, rarely use computers at times other than in specific lessons and this is unsatisfactory. In contrast, pupils at the upper end of the school not only enjoy and learn well in regular lessons, but also increasingly turn to computers to help them with work in other subjects.
137. The quality of teaching seen was satisfactory overall, and occasionally good, and some teachers use effectively the increasing range of hardware to enhance their teaching. For example, they use an interactive white board to explain to pupils how they can construct pictograms to display data they have collected. In the good lessons, the teacher makes use of pupils' previous learning as a basis for developing their skills further. For example, in a good lesson in Year 6 about

constructing a spreadsheet, the teacher used to good effect precise questioning about previous work, and then set them challenging tasks appropriate to their prior levels of attainment. The pupils made good progress because they were clear about what they had to do and felt competent to tackle the work.

138. In otherwise satisfactory lessons, the teacher takes too long to explain the work to the pupils, who then become confused or do not have enough time to complete work independently. As a result, they lose concentration and progress is slow.
139. The subject co-ordinator, well supported by the managers of the school, has done much to bring about improvements in the subject and the standards that pupils attain. However, he has not used the available opportunities to monitor at first hand the work in the classrooms from Years 1 to 4. Ensuring that all pupils from Years 3 to 6 have their own 'folder' on the school's system, on which they save their work, helps them to see how they improve over time and means that the co-ordinator can easily monitor and evaluate pupils' progress. The appointment of a computer technician is a good step towards making best use of the co-ordinator's time to oversee the school's provision for ICT.

MUSIC

140. It is not possible to make a judgement about standards or the quality of teaching in music as only one lesson was observed during the inspection and there were few opportunities to hear pupils sing or play instruments. This was partly due to the fact that the timetable had been adjusted because the music room was not available during the week of the inspection.
141. The provision for music is sound, and there are good opportunities for pupils to learn musical instruments outside of the school day. Small-group lessons are offered for violin, flute, keyboard and recorders. Two small-group lessons were observed during the inspection and pupils were making at least sound progress with learning to play the violin and good progress with learning the keyboard. Pupils in these lessons were learning to read music and could identify types of notes and beats. The school also has a choir and an orchestra. A special room has been set aside for music, which is timetabled for every class. All pupils participate in playing percussion instruments, singing and listening to music on a weekly basis. Photographic evidence of musical activities undertaken during the year includes pupils composing musical scores, responding to music in art and using ICT. Time was set aside during the year for a music, arts and drama week which offered a good opportunity for a wide variety of experiences, including performing.
142. The management of the subject is now good and has improved since the last inspection, when it was judged unsatisfactory. The co-ordinator has good subject knowledge and makes good use of the LEA music service to support the work in school. She attends regular training courses and has held training sessions for staff in school. She has observed other teachers and provided good feedback and advice on the lessons seen. She has analysed the strengths in the subject and has identified appropriate areas for future development. She has an appropriate action plan and a budget to support it. There is a good scheme of work in place.
143. The range of instruments available for music is good and the local music service provides taped music if required. There is an adequate range of music for listening to composers. However, there are insufficient resources and experiences to support the study of music from other cultures.

PHYSICAL EDUCATION

144. As in the previous inspection, standards in physical education are in line with those expected nationally at the age of seven and above the national expectation at eleven. Pupils make satisfactory progress by the end of Year 2 and good progress by the end of Year 6. The provision for the older pupils is enhanced by the opportunity to take part in a wide range of extra-curricular activities and the use of equipment at lunchtime to practise skills.
145. The quality of teaching is sound in Years 1 and 2 and good in Years 3 to 6. In the best lessons the teachers demonstrate good subject knowledge and set tasks that are challenging and which

require pupils to work hard and effectively. For example, during a rugby lesson the teacher used a firm but fun approach, ensuring that pupils were constantly active by providing sufficient equipment and short demonstrations. This enabled the pupils to practise passing and running for much of the lesson. The lesson concluded with small-sided games that enabled pupils to practise the skills learnt in a competitive situation. No unsatisfactory teaching was seen but teaching was less effective when teacher demonstrations took too long or when instructions had to be repeated because pupils were not listening. In some lessons pupils were given the opportunity to evaluate their own work and that of others. This they did sensibly and objectively.

146. The pupils' participation in lessons is well managed by teachers and learning-support assistants. For example, in a Year 1 /2 movement lesson the teacher showed good behaviour-management skills with a pupil who presented challenging behaviour, by quietly but firmly making sure he did not disrupt the other pupils. Relationships between teachers and pupils are good. Pupils are generally enthusiastic, and have positive attitudes to physical education. The relationships between pupils are also good, with no adverse comments heard about the ability of other pupils or about the composition of teams. Boys and girls mixed easily in pairs or group activities. Pupils with special educational needs are well supported.
147. The curriculum for physical education is sufficiently broad and balanced. Pupils are offered a wide range of activities, including swimming at a local pool. One class of pupils in Year 6 went to the pool and has reached a good standard. During the swimming lesson seen, good emphasis was placed on safety both in and out of the water. Examples were seen in other lessons of good safety instructions before, during and after activities. Since the last inspection, the school now has a safe outdoor field where it recently held its first sports day. Resources and accommodation for physical education are good.
148. The range of extra-curricular activities available to pupils is very good. Football, netball, gym and badminton are offered. Some take place after school and some before school starts. Pupils take part in sports fixtures and events with other schools. Both boys and girls take part in all activities. The activities have recently been opened up to pupils in Years 3 and 4 so that all pupils aged seven to 11 can take part. Year 6 pupils have the opportunity to go on a residential visit to an Outdoor Education Centre near Osmington, where they take part in climbing, canoeing and other activities. Parents appreciate and acknowledge the range of activities provided.
149. The co-ordinator is a good role model both for pupils and colleagues. She is enthusiastic, has expertise and gives up much of her time to extra-curricular activities. She has only recently been appointed but is aware that the scheme of work and the weekly plans need to provide more guidance for the non-specialist teacher. She is aware of the need to ensure that coverage of the scheme of work, the quality of teaching and standards in physical education should be monitored. A good range of physical education equipment is provided at lunchtime and playtime. Pupils are responsible for its distribution and collection. This arrangement not only makes these occasions enjoyable but also provides further skill-learning opportunities.

RELIGIOUS EDUCATION

150. During the inspection only three lessons were observed. However, from a scrutiny of the pupils' work and teachers' planning and from talking with pupils and the co-ordinator, standards in religious education are judged to be broadly in line with the expectations of the locally agreed syllabus for pupils in Years 2 and 6. This is an improvement since the time of the last inspection, when standards were below the expectations for pupils in Years 3 to 6, and pupils' learning did not fully meet the requirements of the locally agreed syllabus.
151. By the age of seven, pupils have made satisfactory progress. They consider their own feelings and those of others and know some of the stories from the Bible, such as 'Daniel in the Lions Den', 'David and Goliath' and 'The Good Samaritan'. They are also developing an understanding of the importance of different places of worship to different religions. Pupils know that Christmas and Easter hold significant importance for Christians.

152. By the age of 11, pupils have developed their knowledge and understanding of the distinctive features of religious traditions. They know and can interpret some of the parables, such as 'The Lost Sheep', 'The Sower' and 'The Prodigal Son' and recognise the significance of these stories in the teachings of Jesus. They respectfully speak about other faiths, beliefs and values with a sound knowledge and understanding. This respect and sensitivity towards the views and feelings of others are clearly seen when pupils in one Year 5 / 6 lesson discuss prejudice and persecution, having listened to the "I have a dream" speech by Martin Luther King. Good opportunities are given to pupils to reflect and consider, helping them to develop and value others' beliefs and points of view.
153. The quality of teaching in the three lessons observed ranged from satisfactory to very good. Teachers make effective use of resources and, in one lesson observed, the teacher used the Internet to download the speech of Martin Luther King to create a real experience, which captured pupils' interest. There has been recent in-service training for religious education which has effectively promoted teachers' confidence, knowledge and understanding to sensitively teach this subject. In all the lessons observed, pupils were given time for quiet reflection and the opportunity to share their feelings. As a result, religious education makes a good contribution to the pupils' moral and social development. There is a consistent approach to planning and this is an improvement since the last inspection. However, there is an inconsistency in the amount of time given to teaching religious education within the same year groups and throughout the school and this is unsatisfactory.
154. Subject co-ordination is satisfactory. The co-ordinator has adapted the locally agreed syllabus to provide a detailed scheme of work for the school and she is monitoring its implementation. She has carried out some classroom monitoring, collected and evaluated pupils' work and spoken to pupils to make judgements about their knowledge and understanding of the subject. She has a detailed action plan for future development. The range and quality of picture resources are good and provide good support for teachers. However, there are only a limited number of artefacts, and video and book resources are unsatisfactory. Some use is made of visitors from different faiths coming to the school to enhance the curriculum, and pupils visit the local church and Sikh Gurdwara. The co-ordinator runs a weekly lunchtime "Bible Club" for Key Stage 2 pupils, which is well attended and enables them to develop greater understanding of the Gospels.