

INSPECTION REPORT

ST. MARY'S CofE VC PRIMARY SCHOOL

Ardleigh, Colchester

LEA area: Essex

Unique reference number: 115084

Headteacher: Mrs. Janet Cassels

Reporting inspector: Mrs. Marianne Harris
23288

Dates of inspection: 6th – 8th May 2003

Inspection number: 247530

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary

School category: Voluntary Controlled

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Colchester Road
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Colchester

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Appropriate authority: Governing Body

Name of chair of governors: Mrs. Sue Doncaster

Date of previous inspection: 2nd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subjects	Aspect responsibilities
Marianne Harris. 23288	Registered inspector	Science Information and communication technology History Foundation Stage Special educational needs English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
Caroline Marden 9537	Lay inspector		Pupils' attitudes and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Provision for pupils' spiritual, moral, social and cultural development.
Sue Orpin 17808	Team inspector	Mathematics Art and design Geography Physical Education Educational inclusion	How well is the school led and managed?
Roger Tapley 30244	Team inspector	English Music Design Technology	How good are curricular opportunities? The school's use of assessment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 105 pupils ranging in age from five to eleven, St. Mary's is a smaller-than-average voluntary controlled primary school. The pupils generally come from a mainly white, United Kingdom heritage, socially advantaged backgrounds and when they enter school they have skills and knowledge that are average, and what could be expected for children aged five. There are currently a very small proportion of pupils who are eligible for free school meals, and there are no pupils who are learning English as an additional language. The number of pupils on the school's profile of special educational needs is about average, and their needs are mainly for learning difficulties. There are no pupils who have a statement of special educational needs, and this is below the average usually found in schools. The number of pupils who join the school each year fluctuates, and during the past year there has been an unusually high number of pupils who have joined the school, other than at the normal times.

HOW GOOD THE SCHOOL IS

St. Mary's is a good and effective school. Results in the national tests, for English and mathematics, last year were above average overall, and the work that was seen during the inspection reflects these standards. Teaching is good throughout the school and, consequently, all pupils are achieving well. The school is well led and managed. The governing body is very supportive and does a good job. The school provides good value for the funding it receives.

What the school does well

- Pupils are achieving well in English, mathematics, science and information and communication technology.
- Teaching is good.
- The school is well led and managed.
- Provision for pupils with special educational needs is good.
- There is very good provision for pupils' social and moral development and, as a result, pupils have very positive attitudes to school and behave very well.
- The school has a successful partnership with parents who have very positive views about its work.
- The curriculum is rich and varied with a good range of activities outside lessons.

What could be improved

- Handwriting skills are not developed in subjects other than English.
- The school does not do enough to prepare the pupils to live in multi-cultural Britain.
- Indoor accommodation for physical education is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998, and there has been good improvement since that time. There has been very good improvement in the provision for children in the Reception year. Teaching is now good in all areas of learning and staff have a good understanding about the needs of young children, whatever their ability. Assessment procedures have improved and have been used well to raise standards in English and mathematics. Subject leaders effectively lead and manage their subject and this has contributed to pupils' good achievement. The school works closely with parents who now have positive views of the school and its work.

STANDARDS

The table shows the results attained at the end of Year 6 based on average point scores in national tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	E	B	C
mathematics	B	C	A	B
science	D	E	C	E

Key

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

Test results over the past 3 years have fluctuated quite widely, but as the number of pupils in each year group is low, the performance of just one or two children can have a significant effect on the school's overall results. In the 2002 national tests, results, overall, were above the national average for pupils in Year 6. This represents good achievement for all pupils as they come into school with skills and knowledge that are average for their age. Pupils did especially well in mathematics. The targets that the school set for the pupils to reach the expected levels in the tests were exceeded in both English and mathematics. Pupils in Year 2 reached standards, in the national tests, that were above the national average. All pupils reached the expected levels in reading, writing and mathematics. All pupils achieve well because those with special educational needs are supported effectively, both in and out of class, and make good progress. More able pupils have work that is suitably challenging and they too make good progress. The pupils who join the school, other than at the normal times, are welcomed and supported well so that they make good progress and achieve well. Although test results have fluctuated over time, due to the small numbers taking the test, the overall trend has been one of improvement.

Work seen during the inspection reflects these standards, except in science where work seen was above average. This is due to the emphasis that the school has placed on science and the extra work that has been planned to help pupils achieve well. Pupils in Years 2 and 6 are achieving well in English, mathematics, science and information and communication technology due to good teaching and careful planning to ensure that the pupils do not repeat work unnecessarily in the mixed-age classes. Pupils positive attitudes also help them achieve these high standards, as they concentrate and persevere with their work.

In subjects other than English, mathematics, science and information and communication technology, pupils' achievements are satisfactory and they reach standards that would be expected for their age. It was not possible to judge standards in music and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils concentrate in lessons, work very well together and get a lot done. They persevere to complete difficult tasks.
Behaviour, in and out of	Very good. Pupils get on well together and this leads to very good

classrooms	behaviour. There have been no exclusions during the past year.
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Aspect	Comment
Personal development and relationships	Very good. Pupils are encouraged to think about issues and to discuss how other people might be feeling. Pupils enthusiastically take on responsibility within the school, and, in lessons, they work independently, finding out things for themselves.
Attendance	Very good. Pupils enjoy coming to school and are punctual.

TEACHING AND LEARNING

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

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

Teachers have very high expectations of what pupils will achieve and plan lessons well so that pupils get a lot done. English and mathematics are taught very effectively and this has resulted in pupils learning a lot and in standards being above the national average. Skills in information and communication technology are taught well, and, consequently, pupils learn a lot, and regularly practice what they have learnt using the good resources in the school's new computer suite. Marking in books is generally good with teachers making it clear how pupils can improve their work. Teachers set individual targets in English, mathematics and science so pupils know what they need to do to reach higher levels in these subjects.

There were no unsatisfactory lessons seen during the inspection. However, within this picture of positive teaching there are isolated incidents where pupils sit on the carpet too long listening to too much teacher talk. During these times the pupils get restless and fidgety and lose concentration. Although English is taught well, handwriting skills are not sufficiently developed in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enriched well through visits outside of the classroom and the range of activities outside of lessons is good for a small school.
Provision for pupils with special educational needs	Good. Pupils with special educational needs have good support in lessons and in small groups. This enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' social and moral development is very good, and this results in very good behaviour and attitudes to school. Provision for pupils' spiritual development is good, and pupils are able to reflect on a variety of current issues. The provision for pupils' cultural development is satisfactory overall. However, the school does not do enough to prepare the pupils to live in a multi-cultural society.
How well the school cares for its pupils	Good. Staff take good care of the pupils, and there are clear procedures in place for child protection. Assessment, overall, is good and pupils know how well they are doing in English and mathematics, and what they need to do to attain higher standards. This has led to standards rising in English and mathematics.

How well the school works in partnership with parents	Good. The school provides good quality information for parents. This includes regular newsletters and informative reports. Consequently, parents have very positive views about the work of the school.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads and manages the school very well. Subject managers lead their subjects effectively, and the whole staff, including teaching assistants, work very well together. This results in high standards and pupils achieving well.
How well the governors fulfil their responsibilities	The governors do a good job. They are very supportive of the school and are well aware of its strengths and where improvements need to be made.
The school's evaluation of its performance	The headteacher and governors look carefully at all aspects of their work and compare themselves to similar schools to ensure that they provide the best value in all aspects of their work.
The strategic use of resources	The school has adequate resources and supplements these by using the local lending scheme when possible. Money is spent appropriately. Staffing in the school is good and all adults are used well to support all pupils effectively.
The school's buildings and facilities	Overall the accommodation is satisfactory, with very good grounds. However, the school hall is too small to successfully teach some elements of physical education to pupils in the older classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children make good progress. • Teaching is good. • Children are expected to work hard and achieve their best. • The school is well led and managed. • The school helps children become mature and responsible. 	There are no issues that a significant number of parents would like to see improved.

Parents have very positive views of the school and the work it does. Inspectors agree with these views.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The number of pupils taking the national tests each year is small and this means that the results of one or two pupils can significantly affect the overall result of the school. By looking at the work of the pupils in the school it is clear that all pupils, whatever their ability, are taught well, make good progress throughout their time in the school, and achieve well. There is no significant difference in the attainment of boys and girls.
2. When the children come into school they have skills and knowledge that are, overall, what could be expected for children aged five. During their time in the reception year they make good progress, achieve well and, by the time they enter Year 1, most will achieve the expected goals for children aged five (the Early Learning Goals), and many will exceed them.
3. By the time they are in Year 2, pupils have made good progress in all subjects, especially in English and mathematics. Test results, in 2002, for pupils in Year 2 were above average, with all pupils attaining the expected standard. This represents good achievement overall. Standards in science were well above average, although there are no tests for pupils in Year 2 in this subject. Standards in information and communication technology are above average and in subjects other than English, mathematics, science and information and communication technology, standards are in line with what could be expected for pupils in Year 2. Pupils with special educational needs are well supported in class and attain standards that are in line with expectations. More able pupils attain higher standards in English and mathematics.
4. Standards in national tests for pupils in Year 6 again fluctuate from year to year. However, the trend over time has been one of improvement year on year. In last year's tests, pupils' results were above average overall. They did particularly well in mathematics, where results were well above average. In English they were above average and average in science. The school identified the need to improve science and has implemented strategies to raise standards. This has been successful. In work seen, standards in science are above average. They are also above average in English and mathematics. All pupils achieve well. More able pupils attain higher-than –expected standards, whilst those pupils with special educational needs are supported well and many attain standards that are in line with those expected nationally.
5. Standards in subjects, other than English, mathematics and science, pupils attain standards that are in line with what would be expected for pupils in Year 6. The exception to this is information and communication technology where standards are above those expected. Pupils are enthusiastic about information and communication technology and achieve well. It was not possible to judge standards in music and physical education as the whole range was not seen during the inspection.

Pupils' attitudes, values and personal development

6. Pupils have very good attitudes to school. Their level of attendance is very good and they enjoy their lessons and other activities the school provides. In lessons pupils work hard and are keen to do their best, persevering when they find the task difficult.
7. Relationships within the school community are very good. Pupils respect their teachers and they work well together, helping each other when appropriate. During playtime pupils play happily

together or talk in small groups. Pupils behave very well both at play and during lessons. In assemblies pupils listen carefully and show respect during the prayers. There have been no exclusions in the past year. Pupils feel safe at school and are confident that the headteacher would effectively deal with any incidents of alleged bullying.

8. Pupils' personal development is very good. They are able to imagine what it would be like to live in different circumstances, for example, as an evacuee during World War II. They are interested in faiths and cultures different from their own and readily accept pupils from different faiths. Pupils readily take on responsibilities within the school community such as being school councillors or assembly monitors and take these responsibilities seriously. In lessons pupils are prepared to work independently.

HOW WELL ARE PUPILS TAUGHT?

9. During the inspection there were 21 full, or part, lessons seen. All of these lessons were at least satisfactory, with eight out of every ten lessons being good or better. About a quarter of lessons seen were very good. This represents good teaching overall, with no significant difference being seen between classes, and across key stages.
10. English and mathematics are taught well throughout the school. Lessons are well planned using the national guidance and all pupils are supported effectively so that they make good progress and achieve well. In English teachers have high expectations and pupils learn to read confidently, speak clearly and discuss topics in class or small groups. A variety of writing skills are taught, including good handwriting. However, although work in books is neat, these skills are not always apparent in other subjects. In mathematics teachers encourage the pupils to develop a wide range of strategies to solve various number problems and pupils are able to talk confidently about these strategies.
11. In the most effective lessons, teachers share the purpose of the lesson with the class and come back to these learning intentions at the end of the lesson. Pupils know what they will be learning and can see a purpose to the tasks. In a very good science lesson the teacher explained very carefully to the class and the pupils made good progress in their revision for the national tests. Marking in books is generally of a high standard so that pupils are praised for their efforts and know what they need to do to improve their work. Teachers have good subject knowledge and plan all lessons well so that activities are well matched to the abilities of the various groups within the class and pupils do not repeat work unnecessarily.
12. Pupils with special educational needs are taught well. They are supported both in class, and withdrawn in small groups when appropriate. Tasks are well matched to the ability of the individual child and based on careful assessments made by the teacher responsible for special educational needs. Teachers have very high expectations of all pupils. This results in all pupils, including those who are more able, having work that is well matched to their ability. During the last year there has been an unusually high number of pupils join the school other than at the normal times of admission. The school has met the needs of these pupils well. Teachers plan carefully so that they are fully included in all lessons, and extra work has been provided so that they can make good progress and achieve well.
13. Although all of the lessons seen were satisfactory, there were some minor weaknesses in a few lessons. There are times when the pupils sit for too long on the carpet, or at their desks, listening to too much teacher talk. During these times the pupils get fidgety and lose concentration as they are keen to get on with their work.

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

14. The school aims to meet the needs of all pupils and does so well. Pupils of all abilities and from diverse backgrounds receive suitable challenge and support in all areas of the curriculum.
15. The curriculum is good. Extra time is allocated to the teaching of reading and class discussions. As a result the school has been successful in encouraging pupils to become more interested in reading, which has improved standards throughout the school. There has been significant improvement since the last inspection and it is now good. The curriculum for English and mathematics is planned effectively using the literacy and numeracy strategies. The skills of literacy and numeracy are well planned for in other subjects. For example, pupils in Year 6 have written letters as if they were evacuees in the Second World War. Staff plan well for pupils to learn about keeping healthy and looking after themselves. Pupils learn about the dangers of and smoking and understand about which drugs are for medicinal purposes and which are dangerous.
16. Overall extra-curricular provision is good. Clubs include art and craft, gardening, French, recorder, football and netball, and an Internet club held each week. Most of these clubs apart from football and netball are offered to the younger pupils, which is unusual for a small school.
17. Links with the local community are good. Visitors and visits to local places of interest enrich pupils' learning. Pupils in Years 5 and 6 recently visited Flatford Mill on a residential visit. This led to them working more independently away from home. The local vicar is a regular visitor to the school. He takes assemblies and is well respected by pupils and staff. Pupils in the choir and recorder club are involved in harvest, Easter and carol services in the local church. Pupils are also involved in charity collections, such as British Heart Foundation and Dr Barnardo's, and are encouraged to think about the needs of others.
18. Relations with local schools are good. The school works with a number of local schools who come together to plan educational events. Recently these have included an inter school netball tournament, and multicultural and science days. Pupils who will be attending the local secondary school spend a day at the school at the end of the summer term getting used to new routines.
19. Provision for pupils' moral and social development is very good. The Christian ethos of the school pervades all aspects of school life. Adults provide very good role models treating pupils with respect and fairness. There are opportunities in assemblies and lessons for pupils to explore moral issues, for example, issues to do with drug abuse. Teachers provide many opportunities for pupils to develop their social skills by planning for them to work in different groupings. The residential trip also makes a good contribution to pupils' social development.
20. Spiritual provision is good. Pupils have opportunities for quiet reflection in assemblies as well as saying prayers. Pupils learn to value and respect other faiths and cultures. Teachers take opportunities in lessons to encourage pupils to imagine what it would be like in a strange situation or as people from different times in history.
21. Pupils have satisfactory opportunities to develop an understanding of Western culture through studying European artists and music. This is extended into other cultures through music and some of the texts used in English lessons. In history they also learn about ancient civilisations such as the

Ancient Greeks and Egyptians. However, the school does not sufficiently prepare pupils for life in modern multicultural Britain. For example, there are few opportunities for pupils to look at African art, or to listen to music from a wide variety of traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

22. The school cares well for its pupils and has improved its policies relating to behaviour and bullying since the last inspection, they are now good.
23. Pupils appreciate the care and support the teachers give them. They feel confident that teachers would help with any problems they may have, either with their work or personal issues. Parents also feel that the school looks after their children well. The school successfully promotes very good behaviour and attendance.
24. Child protection procedures are in place and the headteacher ensures that all staff understand them. The school has appropriate health and safety procedures in place and governors regularly review the health and safety policy
25. The school has made good progress in improving assessment of pupils' work in English, mathematics and science since the last inspection. There is now a comprehensive policy clearly defining all the assessment activities to be carried out each year. Through adopting a well thought out system, the school is clearly informed on pupils' progress over time. Results in national tests are analysed in detail to see if any areas in English mathematics and science need more emphasis. Teachers use assessment information to set targets for all pupils in English and maths. These targets are integrated into planning and are helping to raise standards. Samples of work are being kept for each pupil in English. Teachers label this with the standard attained so that staff are clear about the pupils' strengths and weaknesses. A similar system is being developed for mathematics.
26. In English and mathematics a tracking system records work covered and standards reached. There are good procedures for making sure that assessment is used for planning the next steps in learning. Teachers use this information to group pupils during the lessons. Therefore each pupil is given the appropriate level of work. Science assessment is not so detailed but pupils are assessed at the end of each unit of work. Lessons are then planned with the appropriate level of work for each group. This system has also been started for information and communications technology. Due to recent changes made in the way reception pupils are assessed, the school is trialling assessment of these pupils this year, while it develops its own pupil profile.
27. Pupils with special educational needs have appropriate targets on the Individual Education Plans, and these are monitored well. These targets are personal to each child and used when planning lessons in and out of class.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

28. The partnership with parents has improved since the last inspection and parents are now very supportive of the school.
29. The good quality information the school provides for parents makes a strong contribution to the effective partnership between home and school. The annual reports to parents are very clear giving good examples of what pupils know and can do in all subjects. For English and mathematics teachers also provide targets so that pupils and their parents know what they need to work on. In

most cases these targets are specific and useful, for example in mathematics, “to check that answers make sense”. Occasionally the targets are too imprecise to be really useful, for example in English,” develop ideas and communicate them more effectively to a reader”. The headteacher keeps parents fully informed of school events and achievements through regular newsletters. Termly information about topics and areas of study along with expectations for homework enables parents to support their children’s learning at home. Parents of pupils with special educational needs are invited into school on a regular basis and reviews of the progress their children make are carried out. Any new targets are shared with the parents and information given on how they can support their children at home.

30. The school welcomes and encourages parents to help in school, consequently parents regularly help with a range of activities from supporting reading to preparing resources for pupils with special educational needs. The parent teacher association is also very active in raising funds and has recently contributed to the provision of computers and library shelving.

HOW WELL IS THE SCHOOL LED AND MANAGED?

31. The head teacher provides very good educational leadership for the school and she manages its organisation and development well. There is a strong sense of teamwork among the staff that is mirrored by the pupils’ attitudes, as a result of her clear professional guidance. All staff work conscientiously together to meet the school’s aims very well and raise standards of pupils’ attainment further. Teachers with special responsibilities fulfil their duties well, representing good improvement since the last inspection. The head teacher and subject co-ordinators monitor teaching and learning carefully, having a clear view of the school’s strengths and weaknesses and strategies for further improvement. Special educational needs is very well led and managed. This results in staff being well supported and pupils making good progress.
32. The governing body fulfils its statutory duties well and governors use their skills effectively in the service of the school. The well-informed chair of governors works closely with the head teacher and all governors work hard and with commitment to provide effectively for pupils’ education and welfare. The governing body has reviewed and developed the way it is working and the strong partnership between governors and staff ensures that the school has a very good capacity to succeed. There is a well-established system of committees, which meet regularly, and subject co-ordinators report to the governors and keep them informed about developments in their subjects.
33. The governing body has a good understanding of the school’s strengths and weaknesses through written reports and discussion with the head teacher and other staff. School documentation, including a wide range of policies and schemes of work, is reviewed regularly to ensure that they are meeting the needs of the school. Governors identify clear priorities for improvement through regular school self-evaluation and there is a very good school improvement plan that is monitored rigorously. As a result, teachers and governors have focussed well on issues that will make a significant difference to the quality of provision and the raising of standards. Challenging targets are set for improvement in the school’s performance.
34. There is a good match of suitably qualified teachers to meet the demands of the National Curriculum, although the lack of consistency in the provision of music expertise does not sufficiently support the development of this subject. Support staff, and particularly teaching assistants, make a good contribution to pupils’ learning. The appraisal of teachers’ performance is fully in place, and teachers are open and honest about their performance in lessons. When new teachers join the school, they are supported well.

35. The school accommodation is satisfactory for the teaching of the National Curriculum, with the exception of the hall, which is too small to be used as an area for gymnastics and dance. Outdoor areas are used well for play, physical education and scientific investigation. The main building and temporary buildings provide enough rooms of adequate size and a new ICT suite is making a good contribution to the development of the subject. Resources for learning are satisfactory.
36. Financial resources, including specific grants, are used satisfactorily and the governors and head teacher monitor the spending of the school budget. The budget for special educational needs is used well to support pupils and is supplemented from the school's main budget when the need arises.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standard of education provided to pupils, the headteacher, staff and governors should: *(Paragraph references are in brackets)*

KEY ISSUE 1

Improve the standard of handwriting in all subjects by:

- Systematically encouraging pupils to use the skills learnt in English lessons and applying these skills to other subjects.
(paragraphs 10, 49, 60, 67, 69)

KEY ISSUE 2

Preparing the pupils to live in a multi-cultural society by:

- Planning more opportunities for pupils to learn about many cultures.
(paragraph 21)

KEY ISSUE 3

Improving the accommodation so that physical education can be taught effectively by:

- Continuing to seek funding for larger hall accommodation.
(paragraphs 35, 78)

In addition, the governors may wish to include these minor weaknesses in their action plan:

- Ensure pupils do not sit on the carpet for too long.
(paragraphs 13, 38, 56)
- Ensure that targets on the annual reports are specific and clear to parents.
(paragraph 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	12	4	0	0	0
Percentage	0	24	60	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents around five percentage points. Figures may not sum to 100 due to rounding.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	105
Number of full-time pupils known to be eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	13

English as an additional language

	No of pupils
Number of pupils learning English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3..3

Unauthorised absence

	%
School data	0.2

National comparative data	5..2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for 2001, which is the most recent year for which national comparative data is available.

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

Number of registered pupils in final year of <i>Key Stage 1</i> for the latest reporting year	Year	Boys	Girls	Total
	2002			11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (83)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. The number of boys and girls who took the tests is below 10 and is, therefore, not reported separately.

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

Number of registered pupils in final year of <i>Key Stage 2</i> for the latest reporting year	Year	Boys	Girls	Total
	2002			17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	15	17
Percentage of pupils at NC level 4 or above	School	100 (75)	88 (75)	100 (81)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	14	14	16
Percentage of pupils	School	82 (75)	82 (81)	94 (81)

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
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Percentages in brackets refer to the year before the latest reporting year. The number of boys and girls who took the tests is below 10 and, therefore, is not reported separately.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	88	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	10	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)	5
Number of pupils per qualified teacher	20.6
Average class size	26

Education support staff: YR – Y6

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	345786
Total expenditure	327893
Expenditure per pupil	3122
Balance brought forward from previous year	0000
Balance carried forward to next year	17893

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

64%

Number of questionnaires sent out

75

Number of questionnaires returned

48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	46	44	10	0	2
My child gets the right amount of work to do at home.	31	54	6	4	0
The teaching is good.	60	38	2	0	0
I am kept well informed about how my child is getting on.	67	21	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	23	6	0	2
The school expects my child to work hard and achieve his or her best.	69	27	4	0	0
The school works closely with parents.	58	29	10	0	2
The school is well led and managed.	75	19	6	0	0
The school is helping my child become mature and responsible.	46	48	6	0	0
The school provides an interesting range of activities outside lessons.	63	27	8	0	2

(Figures may not sum to 100 due to rounding)

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

37. Children come into school in either the September or the January before they are five. They bring with them a wide range of skills and knowledge and, overall, they are at a standard that would be expected for their age. Many have had pre-school experience and settle into the school routines quickly and happily. The children make good progress in all areas of learning, and, by the time they join Year 1, most reach, and many exceed the expected goals set for children in the reception year.
38. The quality of teaching and learning for children in the reception year is good in all areas of learning. Staff encourage the children to become increasingly independent, to choose some of the activities they would like to do, and to begin to work together in a co-operative way. Much is done to make sure that the children settle into school quickly and a good liaison has been set up between the school and the local pre-school. The children have visits to school before they start and are therefore familiar with the teacher and other staff. Work is well planned and based on good assessments that the teacher carries out of children's. More able children work with the older, Year 1, children in the class, and work, overall, is matched well to the different abilities in the class. Children with special educational needs are supported effectively so that they make the same good progress as others. Behaviour is usually very well managed, but there are times when the children sit for too long on the carpet, listening to the teacher, and they become fidgety and lose concentration. The staff have good relationships with the children and expect them to try hard and achieve well.
39. The provision for children in the Reception year is well led and managed. There has been very good improvement since the last inspection where provision for children aged five was not appropriate. The provision is now good and this results in children making good progress and achieving well.

Personal, social and emotional development

40. Provision for children's personal, social and emotional development is good. The children make good progress and when they join Year 1 they are ready for the demands of the National Curriculum. The children behave well and respect the feelings of others. The staff provide many opportunities for them to take on responsibilities, such as passing out the drinks at snack time, and the children respond positively. The children have good opportunities to decide for themselves some of the activities they wish to undertake, and this is balanced well by activities that the teacher organises and supervises. When working together, the children settle well and take turns appropriately. They are polite and listen to each other attentively, putting up their hands to respond appropriately to the teacher, or to other children.

Communication, language and literacy

41. Children make good progress in communication, language and literacy due to good teaching and clear planning. Most children will achieve the Early Learning Goals and some will exceed them. All of the children write their names clearly and read simple words. The more able children write independently and enjoy sharing their news. Staff encourage the children to use interesting words in their writing and when they write stories the children use words such as "slither" and "sharp" when describing the cold snowy weather. The good writing area enables the children to practice

writing skills and many enjoy these activities. The children learn to read and use books appropriately through well-planned sessions. The teacher systematically teaches letter names and sounds so that the children can tackle unfamiliar words and become confident readers. All of the children are well supported so that less confident children work together and help each other during play activities and become familiar with all the letters and sounds. During large group discussions the children wait their turn to speak and listen attentively to the teachers and others. There are good opportunities for the children to make up their own stories and act out their experiences in the role-play area.

Mathematical development

42. Children make good progress in their mathematical development due, again, to good teaching and clear planning. Children count to ten and beyond with confidence and accuracy. They learn how to write numbers and understand about adding and taking away. Children sing songs that support their learning and this helps them when counting forwards and backwards. They learn a variety of mathematical language such as more and less than, heavier and lighter and long and short. Children sequence events in the correct order and, for example, can explain what happens between getting up and going to bed. They know about shapes, and the more able can identify three-dimensional shapes and talk about some of their properties. All of the children begin to sort the information they find out and have made a graph of the class's favourite animals.

Knowledge and understanding of the world

43. The children are beginning to widen their knowledge of their growing world effectively. They grow many things in their outdoor area and watch them grow. They have grown cress seeds and know what they need to do to look after them. The children have also watched tadpoles grow into frogs and made some very good frog models to create an interesting display. They understand about the passing of time and can describe old items, such as irons and houses, and have drawn these carefully. The children know about the local area of Ardleigh and some of the features of the village. The class bear goes to places of interest and brings back information for the class to share. The children are beginning to understand about their own cultures and know about the Christmas story and Noah's Ark, for example. The children are encouraged to use a wide variety of construction equipment to build their own models. Some of the children have designed and made their own fruit salad and have recorded their work carefully in their books. Information and communication technology skills are developed well as the children have access to a class computer as well as those in the school information and communication technology suite. The children are confident using the mouse and the keyboard and use appropriate programs well to support their learning. They explain clearly what they are doing and enjoy the activities.

Physical development

44. The inside classroom and the outside area are used well to help the children develop physically. The wide variety of tools and equipment provided means that the children cut confidently and safely, use pens and pencils with increasing control and learn to form letters and numbers correctly. The outside area is used to develop large muscles and the children are well co-ordinated. The teacher uses a parachute well to teach the children to work together as a team to make the parachute go up and down, and then to move quickly under it whilst it is still in the air. Equipment in the school hall is used well to help the children climb and balance. Snack time is used appropriately to encourage the children to think about healthy teeth, and keeping them that way, by drinking milk and avoiding fizzy, sugary drinks.

Creative development

45. There are many opportunities for the children to explore creative activities. The staff provide painting, cutting and sticking activities that involve a variety of materials and tools. The children have looked at the work of Degas and drawn pictures in his style. They have made model self portraits and these are displayed well for all to admire. The outside area is used effectively so that the children can make up stories using a variety of dressing up clothes and act out their own experiences confidently. The children sing enthusiastically and have access to a variety of musical instruments so that they learn to make up tunes to accompany their singing.

ENGLISH

46. The schools results in the national tests at the end of Year 6 and at the end of Year 2 have fluctuated, but not as widely as sometimes seen in small schools. In the national tests in 2002 standards were above average at the end of Year 2 when compared to the national results but below average when compared to similar schools. In the tests given at the end of Year 6 standards were also above average when compared to the national test results, but below average when compared to similar schools. In the comparisons made with similar schools these results should be viewed with caution, due to the small number of pupils taking the tests at the end of the year.
47. The standards of work among the current Year 2 and Year 6 pupils are above those seen nationally. This is due to good teaching. Teachers plan their lessons well using the National Literacy Strategy as a guide. The pupil's progress in lessons is good. Pupils of all abilities, including those with special educational needs, make good progress and achieve well.
48. Throughout the school the teaching of reading is well organised and managed. Teachers give attention to teaching letter sound patterns. The pupils are beginning to use this knowledge to tackle unfamiliar words. Shared reading sessions are used effectively to discuss features of texts. These are well chosen to interest both boys and girls and to match the pupils' reading levels. Pupils from across the ability range have the skills necessary to use the index and contents page of a book to locate a particular piece of information. The older pupils can use a glossary and a thesaurus effectively. These skills are developed well through other subjects as pupils are often sent to the library to find information on topics being studied in geography history and science. Since the last inspection the school has been successful in increasing the pupils' enthusiasm for reading and has therefore raised standards.
49. The teaching of writing has improved since the last inspection. Pupils in the younger classes use common words in simple sentences to re-tell favourite stories or describe characters in fairy tales. There is now a better focus on teaching pupils how to organise their writing and prepare pieces of work that have been checked and are accurate. This is an improvement since the last inspection when not enough attention was being given to re-drafting of work. The teachers are alert to developing the pupils' writing skills through subjects other than English. For example in a junior class pupils wrote about what they expected to find during a residential trip to Flatford Mill as part of their geographical studies. Stories are well written, with pupils using extended, correctly punctuated, sentences containing well-chosen descriptive words. The teaching of handwriting has not been so successful despite handwriting being taught regularly throughout the school. Standards have fallen since the time of the last inspection when they were judged to be good. During the handwriting lessons pupils produce well-formed letters with some of the older pupils writing in a fluent style. However, this standard is not maintained when pupils write stories or produce written accounts in history, geography and science

50. When pupils enter the school they have good speaking and listening skills. The pupils enjoy discussions and are confident in answering questions and expressing a point of view. This is because teachers plan carefully for pupils to discuss their ideas amongst themselves. Pupils in a Year 2 class chose the funniest and most difficult tongue twisters they had written, giving reasons for their choice. The older pupils are good at speaking and listening. This is because they have plenty of opportunities to read to each other and discuss texts. Older pupils are encouraged to listen to younger pupils and help them read.
51. The quality of teaching is good. Teachers have good subject knowledge and make learning fun. The extra time spent by teachers reading to classes each week has motivated pupils to read widely and extend their knowledge of complex texts. Teachers have high expectations of pupils and pay particular attention to teaching the correct vocabulary so that pupils achieve good standards. Good questioning challenges pupils to think for themselves and apply what they have learnt during the lessons. Pupils enjoy lessons. They listen attentively and work well. They are keen to do their best and take on extra work when asked to do so. The quality of marking is good in all classes. Errors are identified and targets set so that pupils know what to do next to improve their work.
52. Management of the subject is good. An action plan has been written that focuses upon raising standards in writing throughout the school, which is helping to raise standards. The quality of assessment to inform planning of day-to-day work is now a strength. Information from tests and other assessments is used to good effect to plan appropriate level of work for the different groups, and to set them targets. The development of handwriting has rightly been highlighted as a priority for improvement.

MATHEMATICS

53. Standards in Years 2 and 6 are above national expectations, with no significant differences in the standards achieved by boys and girls. This matches the results achieved in the national tests, taken by pupils from both Years 2 and 6. Pupils' understanding and skill when using numbers is very good throughout the school. Teachers and their assistants give good support to pupils with special educational needs and ensure that they can take a full part in lessons. Gifted, talented and higher attaining pupils are challenged well and they are achieving the high standards of which they are capable. All pupils are included well in their lessons and they work very hard to complete their tasks and improve their performance. Pupils are very enthusiastic about the subject and they enjoy their work finding it fun to do. Behaviour is always very good, and excellent at times.
54. Pupils achieve well throughout the school. By the end of Year 2, pupils are confident in using numbers and use multiples of 5 and 10 to help them multiply numbers up to 100. They are confident in using problem solving strategies and investigating patterns and number. Pupils use frequency tables and bar charts to handle data, and identify a variety of 2D and 3D shapes. By the end of Year 6, pupils' progress has accelerated so they use simple equations and calculate using decimals, fractions and percentages. They draw the nets for 3D shapes and measure angles with accuracy. Their skills in investigating are well developed and they can make general statements, based on their research, and explain their reasoning.
55. ICT is being used well, for example, in some problem solving activities using negative numbers, decimals or fractions, and through some software related to the school's use of the National Numeracy Strategy.

56. The quality of teaching is good, with some very good features, throughout the school. The school has fully implemented the National Numeracy Strategy, which has had a positive impact on teaching. Teachers are confident in the subject and they plan their lessons very well. They know exactly which steps their pupils need next and consequently the tasks set are very well matched for all pupils' abilities. The effect of this is that all pupils achieve well and rise to the expectations of their teachers. For example, in one lesson when pupils were learning to add and subtract larger numbers, they were discovering different strategies for adding and subtracting numbers of differing scales. At the beginning of the lesson, pupils were using number lines and 100 squares, but by the end of the lesson, many were confident to trust their mental strategies, even when using complex methods. The teacher had challenged all pupils' thinking and through carefully planned steps, led them to greater confidence and improved skills in their calculations. The very few weaknesses in teaching were mainly connected with the teacher talking too much at the start of the lessons. On these occasions pupils became fidgety, especially as they were always keen to begin their work.
57. Leadership and management of the subject are good and there are clear plans and priorities for its development. Pupils experience the full range of mathematical activities. Pupils' results in tests, their progress and the work of teachers are all monitored carefully and the information used well to make improvements in the subject. There has been good improvement since the last inspection.

SCIENCE

58. Results in the national tests for pupils in Year 6 have fluctuated widely over the last few years. This is due to the small numbers of pupils taking the tests each year, and the results of one or two pupils making a significant difference to the overall results. However, the school rightly identified science as an area for development and have focussed their efforts on improving standards. This has been very successful. In the 2002 tests pupils' results were average, but, in work seen during the inspection, standards are now above average, with a significant proportion of pupils working at a higher level than is expected. This represents good achievement for all pupils. The school has provided extra lessons in science for pupils in Year 6 and this has led to the improved standards in their work.
59. There are no national tests in science for pupils in Year 2. Teachers judged attainment to be above average with all of the pupils reaching the expected standard. This reflects the work seen during the inspection with pupils learning a wide range of scientific knowledge and using this to investigate such things as the effect of heat on various materials.
60. The quality of teaching and learning throughout the school is good. Teachers have good subject knowledge and expect pupils to use correct scientific vocabulary. This meant that pupils in Years 2 and 3 learnt about various animal habitats and could use words like 'moist conditions' and 'mammals' appropriately. In Year 6 pupils learnt about the properties of various materials and could discuss the characteristics of solids, liquids and gasses with confidence. Teachers share the purpose of each lesson with the class, consequently pupils are clear what they are learning, and respond positively in lessons. A particularly strong feature of the teaching of science is the emphasis that has been put into raising standards in the subject. There are booster classes for pupils in Year 6 and this has been particularly beneficial for those who are experiencing difficulties. These short, very focussed sessions have enabled the subject leader to work with the pupils and support individuals very effectively and further their knowledge and understanding. Work is well planned so that pupils do not repeat work unnecessarily, and, in lessons activities are based on good assessments of what pupils already know. This means that work is well matched to the differing ages and abilities in each class. However, there are times when the standards of

handwriting in science books is untidy, and teachers do not encourage the pupils to use the skills they have learnt in handwriting lessons when recording in their science books.

61. Leadership and management of science are good. The subject has been newly led over the past year and some good initiatives introduced to raise standards. Scientific expertise has been shared with staff and this has helped to raise the quality of teaching. Areas for improvement have been identified appropriately and good strategies have been employed to meet the targets for improvement. Overall there has been good improvement since the last inspection.

ART AND DESIGN

62. Pupils' attainment is in line with national expectations and pupils' achievements are satisfactory by the end of Years 2 and 6, and this represents a similar picture to the last inspection. By the end of Year 2, pupils are able to sketch natural objects such as fruit, pieces of wood and seeds. They have explored patterns and textures satisfactorily, and are beginning to use proportion when drawing objects. By the end of Year 6, pupils are drawing and painting satisfactorily, in the style of famous artists, such as Henry Moore. They have made some good observational paintings as part of a trip to Flatford Mill, and are using a digital camera and the Internet as part of their work. Only one lesson was observed during the inspection, so it is not possible to judge the quality of teaching. Pupils' work showed that there is a satisfactory range of experiences, materials and techniques being used. The leadership and management of the subject are satisfactory.

DESIGN AND TECHNOLOGY

63. There were no lessons observed during the inspection and therefore a judgement on teaching has not been made. Judgements made on standards have been made after talking to staff and pupils and carrying out a scrutiny of pupils' work.
64. Since the last inspection the school has taken significant steps to ensure that the recommendations regarding the planning and teaching of design have been implemented. As a result standards are satisfactory throughout the school, and pupils' achievements are satisfactory.
65. Pupils throughout the school are given a satisfactory range of opportunities to develop their design and technology skills. For instance, in Year 1, they practice using simple tools, such as scissors to make levers and sliders to produce working models. In Year 2 pupils have designed and made colourful hand puppets using simple stitching to achieve a neat result. In the older classes the range of materials used has been extended to include wood and plastic, an improvement since the last inspection. Pupils in Years 3 and 4 have designed and made wooden chairs for characters in children's stories and traditional tales. By Years 5 and 6 pupils are choosing the best materials to produce different sounds in their designs of musical instruments. Pupils enjoy this subject and talk enthusiastically about the things they have made.
66. The co-ordination of the subject is satisfactory. A collection of work has been started and is providing useful guidance to teachers on the standards expected for each age group. The school is currently looking at a variety of assessment formats that will help them to assess how much progress the pupils are making.

GEOGRAPHY

67. Pupils' attainment is in line with national expectations by the end of Years 2 and 6, pupils achieve satisfactorily, and this represents a similar picture to the last inspection. By the end of Year 2 pupils have learned about the fictitious Isle of Struay and have made sound comparisons with their

local village of Ardleigh. They are beginning to use maps and have a satisfactory knowledge of the weather. By the end of Year 6, pupils have made a satisfactory comparison of different environments, including a study of India, and they have undertaken a good residential field visit to Flatford Mill. The use of ICT is being developed satisfactorily, for example through the use of the Internet. Only one lesson was observed during the inspection, so it is not possible to judge the quality of teaching, but pupils' work showed that there are some good examples of work and a satisfactory range of activities and experiences. Work in books is generally well presented, but it is not as neat as the writing seen in English books. Teachers do not always expect the pupils to use the knowledge they have learnt in handwriting lessons when recording their geography work. The leadership and management of the subject are satisfactory.

HISTORY

68. There were no history lessons seen during the inspection, and judgements have been made by looking at pupils' work and talking to staff. This evidence shows that pupils in Years 2 and 6 attain standards that are in line with those expected nationally, and their achievement is satisfactory. By the end of Year 6 pupils know about some aspects of World War II and can write about what it was like to be evacuated. Pupils have researched information using the Internet and have used the skills they learnt in English lessons well to produce some thoughtful letters, written as if they were children who had been evacuated. By the end of Year 2 pupils have learnt about various historical events, such as the Great Fire of London and the Plague.
69. It is not possible to judge the quality of teaching in the school, but looking at work shows that pupils systematically learn about historical events and use a variety of sources when making judgements about history. For example, pupils in Years 5 and 6 have looked at many photographs about World War II and drawn relevant conclusions about fashion and houses of that time. They have also looked at some photographs that showed the beginning of the National Health Service and drawn their own conclusions about what life was like after the war. When pupils record in their history books they do not always use their handwriting skills to produce neat, well-presented work.
70. The leadership and management of history are satisfactory. The curriculum has been organised so that pupils do not repeat work unnecessarily and cover different aspects of a topic each year. There has been satisfactory improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

71. There has been good improvement since the last inspection in information and communication technology and by the time pupils are in Years 2 and 6 they attain standards that are above those expected, and achieve well. This is due to good teaching, from both the teachers and the teaching assistant, the new computer suite and the well-planned lessons that systematically teach the skills and knowledge necessary in today's world. The subject is well led and managed and national guidelines are used effectively so that pupils make good progress and achieve well.
72. By the time they are in Years 5 and 6 pupils use the computers confidently to research their work and make presentations using relevant programs. Pupils currently in the older class have used the internet to research what life was like in World War II and have used the information well to write letters about evacuation. Last year pupils in Year 6 gave a presentation to the school about their memories of school life. They are confident using spreadsheets and modelling plans of their classroom. Younger pupils use a CD Rom to research information and use a wide variety of programs to create their own pictures and publish their own work. Pupils in Years 2 and 3 send emails and scan pictures into pieces of writing.

73. The teaching of information and communication technology is good. Teachers are knowledgeable and support all pupils well, so that they make good progress throughout their time in school. The relatively new computer suite has made a great impact on the work of the school. Pupils are timetabled regularly in the suite and there are sufficient high quality machines for the pupils to use. Work is well planned and builds on what the pupils already know. As a result, pupils are interested in their work and talk enthusiastically about it.

MUSIC

74. There were no lessons observed during the inspection so overall judgements on teaching and standards have not been made.
75. By the end of Year 2 pupils have learnt to respond to different musical moods and identify repeated patterns in musical pieces. They play simple percussion instruments and some learn to play the recorder. By Year 6, pupils have looked at a wide variety of musical styles and can talk about the music of Scott Joplin, for example. Pupils are keen to perform in the end-of-year productions and they sing in church tunefully and enthusiastically.
76. The subject is well led and managed. Since the last inspection new plans have been drawn up and good emphasis has been put on teaching and learning. There has been good improvement since the last inspection.

PHYSICAL EDUCATION

77. Pupils' attainment in games and athletics is in line with national expectations by the end of Years 2 and 6, pupils' achievements are satisfactory, and this represents a similar picture to the last inspection. By the end of Year 2, pupils carry out warm up activities effectively and they know why they are doing them. They run at different speeds and in different directions with ease and overall they have satisfactory skills in throwing balls, although there is a wide range of skill in hand-eye co-ordination. By the end of Year 6, pupils' skills in throwing and catching are sound, and they respond well to coaching. A few pupils have fielding skills that are well above national expectations. When given the opportunity, they make thoughtful positive comments about their own and each other's performance.
78. The small size of the hall makes the teaching of some gymnastic and dance activities unsafe and limits the pupils' opportunities to develop skills in these aspects of the subject. The leadership and management of the subject are satisfactory.