

INSPECTION REPORT

LATCHINGDON C OF E PRIMARY SCHOOL

Chelmsford

LEA area: Essex

Unique reference number: 115121

Headteacher: Miss M Amery

Reporting inspector: Mrs M Fitzpatrick.
24326

Dates of inspection: 4 – 7 November 2002.

Inspection number: 247536

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	The Street Latchingdon Chelmsford
Postcode:	CM3 6JS
Telephone number:	01621 740328
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A M Garrigan
Date of previous inspection:	30 October 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24326	Moira Fitzpatrick	Registered inspector	English History Educational inclusion English as an additional language	What sort of school is it? How well are pupils taught? How good are curricular and other opportunities offered to pupils? How well is the school led and managed? What should the school do to improve further?
9334	Jenny Mynett	Lay inspector		How high are standards? b) 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?
12764	Wendy Thomas	Team inspector	Foundation stage Science Music Religious education Special educational needs	How high are standards? a) The school's results and achievements.
14806	John Stevens	Team inspector	Mathematics Information and communication technology Art and design Design and technology Geography Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Latchingdon Primary is smaller than the average primary school, with 146 pupils and slightly more boys than girls. There is one pupil with English as an additional language, who is fluent in English. The ethnic background of pupils is mainly white European, with less than ten pupils from other heritages. The percentage of pupils who are eligible for free school meals is about average. The percentage of pupils identified as having special educational needs is below the national average. These special needs are mainly in literacy and numeracy. There are no pupils with a statement of special educational needs. The school has had a higher than average turnover of pupils in recent years. It has recently begun to admit children in September of the year that they are five. The attainment of pupils when they enter the school fluctuates from year to year, and at present it is well below average.

HOW GOOD THE SCHOOL IS

Latchingdon Primary provides a sound education for its pupils. Standards in all subjects are satisfactory and the school's results in national tests now reflect satisfactory achievement for pupils in the juniors as well as the infants. Pupils' learning is satisfactory and sometimes good, reflecting the quality of teaching seen in the school. The headteacher provides strong and purposeful leadership for improvement and management is satisfactory overall. The school provides satisfactory value for money.

What the school does well

- The school is well led by the headteacher who provides clear direction for improvement.
- Teaching in some classes is good.
- The behaviour of pupils is good; they have good attitudes to school which make a positive contribution to their learning.
- Provision for pupils' social and moral development is good.
- The provision for after school clubs is good and helps pupils to develop individual interests and independence.

What could be improved

- Standards in English, especially for pupils in Year 6.
- The curriculum in the Reception class.
- The management of special educational needs.
- Aspects of teaching and learning.
- Opportunities for pupils' to develop independence and take the initiative.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION

The school has made satisfactory improvement since it was last inspected in October 2000. Standards have been raised for pupils in the juniors (Years 3 to 6) through improvements to the quality of teaching and in the use of assessment. Pupils' achievement is now satisfactory in all subjects. The school development plan now has a clear focus on raising standards and describes how this will be achieved. Curriculum co-ordinators now play a full part in the school's drive to improve. They are involved in monitoring standards in their subjects and are able to identify areas for improvement. The role of governors has been developed to ensure that they play a full part in setting priorities for the improvement of the school. There have been improvements to annual reports to parents but these could be improved further. The school still needs to develop more opportunities for pupils to learn about the diversity of the society in which they live. The headteacher has established a range of systems to monitor the work of the school successfully and all teachers now have a role in this work. This, together with improvements to the work of the governing body, place the school in a secure position to continue to improve.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	C	B	B	well above average A above average B average C below average D well below average E
Mathematics	E	C	B	B	
Science	E	C	C	C	

Results for pupils at the end of Year 6 fluctuate year on year, reflecting in part the differences in attainment of pupils when they enter the school. They also reflect the changes to each group caused by the numbers of pupils who leave or join the school during each year. The Year 6 pupils who sat the tests in 2002 had made satisfactory progress from the standards they achieved in the tests when they were seven. Results for the last four years show that the school's performance in national tests has kept pace with the national trend of improvement. In all other subjects except religious education pupils' achievement is sound and by Year 6, pupils reach the expected standard for 11-year-olds. Pupils who have special educational needs do not always make the expected progress in English and there are currently a few pupils in Year 6 who have poor reading and writing skills as a result. In the tests for seven-year-olds in 2002, pupils achieved below the national average and the average of similar schools¹ in reading, well above the average for writing and above the average for mathematics. These results mark good progress for these pupils in writing since they joined Year 1, when their attainment in literacy was below the expected standard. There was insufficient evidence to make judgements about standards in art and design, physical education and design and technology in Year 2 during the inspection. However, pupils who are seven make satisfactory progress in all other subjects and they reach the standard expected for their age. Children in the Reception class, in the current year, joined the school with low Levels of attainment. They are making satisfactory progress in all areas of learning but this is not likely to be enough to ensure that they will achieve the early learning goals by the end of the year. The school has set targets for 2003 which reflect the results of the most recent assessments of Year 6 pupils. With more effective management of the provision for their special needs in reading and writing, a significant proportion could achieve the expected standard who are not currently predicted to do so.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school and when teaching is good they show a very keen interest in learning.
Behaviour, in and out of classrooms	Good in all areas of the school and in all classes. The school's behaviour programme provides good encouragement for pupils to behave well.
Personal development and relationships	Good. Pupils are friendly and supportive of each other and are quick to volunteer for responsibility. The older pupils in particular need more opportunities to take the initiative.

¹ Schools with a similar percentage of pupils who are eligible for free school meals.

Attendance	Satisfactory. Pupils are punctual and lessons start on time.
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TEACHING AND LEARNING

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

Teaching has improved since the previous inspection and is now satisfactory in all classes and subjects. Two unsatisfactory lessons were seen in religious education, where pupils were given tasks which did not consolidate their learning which meant they did not make enough progress. In English, teaching is satisfactory overall, with very good teaching seen in two classes. Teachers make sound use of the National Literacy Strategy and pupils' achievement in the subject is satisfactory overall. Teachers have good subject knowledge in mathematics and conduct lessons at a brisk pace. Pupils enjoy these lessons, especially when asked to explain their workings to the class. The majority of pupils make sound progress in acquiring the basic skills in literacy and numeracy as a result of this teaching. In information and communication technology teaching is usually good and pupils' standards in the subject have risen since the previous inspection as a result. Teaching in the Reception class is satisfactory overall, though there is a need for more detailed planning for the activities to ensure that pupils are learning from them effectively. There is a need for pupils throughout the school to be given more opportunities for independent learning through more open-ended tasks and the exercise of choice. At present pupils are passive learners for too much of their time in class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and fully meets statutory requirements. Extra-curricular provision is good and helps pupils develop personal interests and social skills.
Provision for pupils with special educational needs	Provision in most classes is satisfactory. Provision for withdrawal groups is not managed satisfactorily and pupils do not make enough progress in the key skills of literacy and numeracy. There is an issue about the withdrawal of pupils from lessons because the impact of this is not monitored.
Provision for pupils with English as an additional language	Satisfactory. The one pupil with English as an additional language is fluent in English and learns at the same rate as her peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Good provision for pupils' social development through clubs and opportunities to work together in class. Good provision for pupils' moral development through the effective use of the behaviour programme. The school needs to provide more opportunities for pupils to learn about the culture of different groups in our society.
How well the school cares for its pupils	Provision for pupils' health, welfare and guidance are very good. Assessment procedures are satisfactory and assessment is one of the school's priorities for further development.

The school makes satisfactory links with parents, though more effective encouragement is needed to strengthen the partnership between school and home for the benefit of pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and purposeful leadership for the school. She has worked hard to involve all teachers in the management of school improvement. The deputy headteacher makes a sound contribution to the overall management of the school. The management of special educational needs provision is in need of improvement.
How well the governors fulfil their responsibilities	All governors now have a good understanding of the strengths and weaknesses of the school and how the school's priorities will tackle any weaknesses. They ensure that all statutory requirements are met.
The school's evaluation of its performance	The headteacher has developed monitoring procedures so that all subject co-ordinators are now involved in monitoring standards in their subjects. There is more to do in the monitoring of pupils' learning and in their progress in subjects other than English and mathematics. Analysis of tests results keeps the school informed of how well it is doing compared with similar schools.
The strategic use of resources	Overall, there is satisfactory use of teachers and teaching assistants to support pupils' learning and this is having a positive impact. Learning resources and accommodation are used well by most teachers.

The school is careful to get best value in what it buys. It is now developing systems to ensure best value in what it does through planned monitoring.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> That their children like school and make good progress. That behaviour is good. That the school is well led and managed. That the teaching is good. 	<ul style="list-style-type: none"> The amount of homework their children have. The partnership the school has with parents. The range of activities provided outside of lessons.

Inspectors agree with parents' positive views about the school, though there is still room for further improvement to the quality of teaching. Inspection findings show that the provision for homework is satisfactory in most classes. However, Year 6 pupils felt there could be more structure and variety to their homework and the school could review this aspect of its provision to ensure pupils are well prepared for the next phase of education. Inspectors agree that the school's partnership with parents is not as strong as it might be and they think the school should work to involve parents more in supporting their children's learning, for example with homework. The provision for activities outside of lessons is better than is usually seen in schools of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children joined the current Reception class, their attainment was below average in most areas of learning. It was well below average in communication, language and literacy, personal, social and emotional development and in knowledge and understanding of the world. Children make satisfactory progress but by the end of the Reception Year a significant number of children are unlikely to attain the early learning goals in most aspects of learning.
2. The performance of pupils aged 11, in the National Curriculum tests in 2002 was above the national average in English, mathematics and science, though in all three subjects, the proportion of pupils attaining the higher Level 5 was average. The school's results in national tests showed improvement over the previous year. In English, the proportion of pupils attaining the higher Level 5 increased. Results in mathematics also showed a significant improvement on the previous year. The difference in performance of boys and girls changes from year to year, depending on the year group profile. In the 2002 tests, girls' performance was considerably better than boys'. The school is aware that there is a need to improve standards further in English. The attainment of pupils on entry to the school varies considerably each year and because numbers are small this has a strong impact on results in national tests causing them to fluctuate from year to year. A high proportion of pupils leave or join the school during any year and this too has an impact on the school's results.
3. The performance of pupils at the end of Year 2 in the National Curriculum tests for 2002 was above the national average in writing and also above the average attained by pupils in similar schools. However, the results in reading were below the national average and below the results of pupils in similar schools. In mathematics the results attained by pupils in Year 2 showed good improvement over the previous year and were above the national average and the average of similar schools.. There was no significant difference in the attainment of girls and boys by the end of Year 2. Their attainments in science were above those attained by pupils nationally. Inspection evidence shows that standards in English in Year 6 are currently below average. A significant group of pupils in this year group have special educational needs and have difficulties with reading and writing. Pupils attain average standards in mathematics and science. In Year 2, pupils attain average standards in English, mathematics and science. The satisfactory implementation of the National Strategies for Literacy and Numeracy and the school's improved analysis of test results are contributing to pupils' improved performance. However, the difficulties that some pupils have with reading and writing have a significant impact on their attainment in other subjects of the curriculum. For example in science some pupils find it difficult to record their work, particularly in Years 1 and 2.
4. Pupils do not have well-developed speaking skills and this limits their ability to develop their ideas and draw conclusions. In a discussion with pupils about religious education, they found it very difficult to talk about what they had learned. While they could recall some facts about the celebration of Divali, the subject of a recent act of worship, they were not able to explain the significance of the festival to Hindu or Sikh believers.
5. In most of the foundation subjects, pupils' attainment is satisfactory and they make satisfactory progress. However, there was insufficient evidence to make a judgement on standards in art, design and technology and physical education for pupils aged seven. The standards attained by 11-year-olds at the expected level in all subjects except in music and in religious education, where standards are below those expected by the locally agreed syllabus.
6. Pupils with special educational needs make sound progress in lessons where they are well supported by classroom assistants and the teacher's planning. They do not make satisfactory progress when they are withdrawn from class for specific support for literacy. This is because

their needs are not sufficiently well identified and the teaching does not target what they need to

learn next to develop their skills. There is one pupil who has English as an additional language. This pupil is fluent in English and is able to learn at the same rate as others without additional support.

7. Standards of attainment have shown some improvement since the school was last inspected in October 2000, though currently standards in English in Year 6 are still below those attained by pupils nationally. The overall trend for improvement in the core subjects of English, mathematics and science over the past five years is broadly in line with the national trend. The headteacher and staff, supported by the governors and the local education authority, have worked hard to bring about improvements. The school has set targets for the tests in 2003 based on the assessment of pupils' Levels of attainment in tests when they were in Year 5. In English, these are not as ambitious as they could be. With more intensive support for the pupils who have special educational needs in literacy a number of them could reach the expected standard by the end of Year 6.

Pupils' attitudes, values and personal development

8. Pupils like school and generally display positive attitudes to s their learning. A good working atmosphere is achieved in the classrooms. Pupils settle quickly to the tasks set for them and in most classes their capacity for sustained concentration is good. Where the tasks are interesting, pupils enjoy their lessons showing enthusiasm and interest in their work. They are attentive, listen well to instructions and to each other and are keen to respond to questions. Pupils have very positive views about their school and were eager to share these with the inspection team. They like the small school, *'You get to know more people and it isn't cramped'; 'I love maths - there's no end to numbers... maths investigations are great'; 'We like the booster groups - you are with your classmates doing new things... things you don't know'; 'Teachers are very helpful... they are kind... very supportive... caring for you if you have an accident..'*
9. Behaviour in the school is good both in lessons and around school. This was a notable feature during the inspection when the rain kept pupils inside the classrooms at lunch and playtimes. Parents also commented that the behaviour of pupils was praised when out on school visits. The school's good provision for moral and social development results in pupils responding in a mature and sensible way. The school has an orderly atmosphere and pupils are well aware of the school and class rules, which they have helped devise. Pupils are very friendly and polite, happy to talk about what they are doing and very willing to show their work to visitors. During discussions with pupils they commented that the school was a safe and secure place with no real incidents of bullying. One pupil was excluded from the school for a short period last year.
10. Relationships in the school are good, both between staff and pupils, and amongst the pupils themselves. Pupils commented, *'People are really kind in school, if you do something wrong you don't get laughed at, they laugh with you'*. The school works hard to promote tolerance and kindness and to ensure that pupils do not feel excluded. The older pupils are very caring and look after the younger ones particularly at wet playtimes. However, in the Reception class children's poor listening skills and language development often limit their ability to negotiate and interact successfully with each other. Pupils with special educational needs are well integrated into school activities. Pupils work well together in pairs and during small group activities. The harmonious atmosphere promotes a good working environment and makes a positive impact on learning. Pupils were observed supporting each other well during literacy lessons and when working on the computers.
11. The personal, social and health education programme provides for pupils to talk about important issues. This promotes pupils' understanding of a good moral code, enabling them to share their views and feelings, values and beliefs. In one class pupils were sensitively encouraged to consider the difference between people and understand the feelings of others. The aims and

ethos of the school promote value and respect, and these qualities are reinforced by the good role models provided by the staff.

12. Opportunities to develop pupils' personal development are sound. In the Reception / Year 1 class, lessons are sometimes overdirected, which limits the children's independence and creativity. This was identified as an area for development during the previous inspection visit. In other classes pupils are encouraged to develop their investigative skills and to evaluate their results, but strategies are less well developed to offer pupils choice, and the chance to take responsibility for their own learning. Progress has been made generally in extending pupils independent learning skills since the previous inspection with occasional 'research' days. However, the school is aware that more needs to be done and has included this as a future area for development. Pupils willingly undertake roles of responsibility around the school. There are good paired reading schemes to help younger readers. Pupils take turns to act as class monitors, while older pupils in Year 5 / 6 have wider responsibilities such as undertaking corridor duties, setting up the hall for assembly, helping sort out the reading books or tidying the PE cupboard. However, the Year 6 pupils felt that they were not given any more responsibility than their Year 5 classmates. There is currently no school council and pupils feel there is little opportunity or provision offered to enable them to raise issues or make suggestions.
13. The Level of attendance in the school is satisfactory and in line with the national average, with few unauthorised absences. Pupils are punctual and the registration period provides an orderly and effective start to the day.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is satisfactory in the Foundation Stage and in the juniors (Years 3 to 6). In the infants (Years 1 and 2) it is good overall. In both the infants and the juniors there are examples of very good teaching. The quality of teaching and learning has improved in the juniors since the previous inspection, as a result of staff changes and the impact of monitoring teaching which has provided a focus for improvement. There is now a higher proportion of good teaching and only two unsatisfactory lessons were seen. The local education authority has given good support in assisting with monitoring and providing advice to help teachers improve. While teaching has improved and the impact on pupils' learning is apparent in the sound progress they make, there has been little development of varied teaching styles to enhance learning for pupils. The development of varied learning styles and more independent learning opportunities is one of the school's current priorities for improvement.
15. In the Reception and Year 1 class, learning is satisfactory overall. Currently teaching in the Foundation Stage is satisfactory, though the planning for activities which will develop children's independence needs improvement. At present some children lack the confidence to make choices about their learning.
16. In the infants' class, the quality of teaching is good overall. The teacher has good subject knowledge in English and mathematics and has a good understanding of how children learn. She makes good use of questions to establish what her pupils know before going on to new learning. This has the affect of motivating pupils as they are praised by the teacher for remembering so much and are eager to learn more to please her further. The teacher has very good relationships with her pupils and takes time to ensure that they understand what their work is and that they are ready to set about it on their own. She encourages them to support each by sharing their knowledge either of letters, spelling or numbers and by reading each other's writing. The teaching assistant in this class makes a good contribution to pupils' learning through the strategies she and the class teacher have devised. For example, during whole class teaching the assistant spends part of the time monitoring the response of pupils. From this information the teacher and the assistant are able to identify pupils who need more support to speak out in class discussion or pupils who need to be actively drawn into the learning by the class teacher. The teaching assistant gives good support to the pupils who have weaknesses in their learning through the use carefully planned activities.

17. Teaching for pupils aged eight to 11 was good in just over half of the lessons seen. Most of the good teaching was seen in two classes; in other classes teaching was mainly satisfactory. Where teaching is good, there is a range of activities which interest and motivate pupils. For example, a history lesson in one Year 5 / 6 class had pupils engrossed in sifting through census data to produce a graph of various types of information. Having the opportunity to use skills from another subject gave the pupils a feeling of confidence and the desire to direct their own learning, so that they devised a variety of ways to present information. Teachers in the juniors generally have good relationships with their pupils and manage them well. This is particularly beneficial when new children join the school and need to be integrated with classmates. In one class, a recent entrant was accepted and supported during a difficult settling in period because of the very good relationships in the class and the close co-operation between the teacher and the classroom assistant. These good quality relationships mean that pupils feel valued and accepted and are keen to work hard to please the teacher. Teachers in the juniors have sound subject knowledge and in some cases, for example science and ICT this is good. While teachers generally provide tasks that are appropriate to pupils' needs, they seldom give pupils opportunity to develop independence in their learning, by allowing them choice in how they will complete the tasks set. This results, particularly in older pupils, in a passive response to learning, which contrasts strongly with the lively attitudes seen in the infants. The pace of learning is affected by these passive attitudes and pupils in the juniors are not often seen to be moving briskly through tasks. Where the teacher talks for long periods and fails to recognise that pupils are bored, then pupils are slow to throw off their lethargy when it is time to work on their own.
18. Teaching in English is very good in the infants where there is a sharp emphasis on learning the basic skills. Pupils are thoroughly grounded in their letter sounds and are taught a number of strategies to help them read independently. They learn to write confidently because these skills are well taught and they have many opportunities to write in the course of each day. In the juniors, teaching in English is satisfactory overall, with examples of good and very good teaching seen. Where teaching is very good, the teacher involves pupils through carefully planned activities throughout the whole class teaching session. The response of pupils to this is very positive, they are alert, clearly following the teacher's instruction and pleased by the opportunity to answer questions. However, in another case, because the teacher talked too long without involving the pupils, they became restless and uninterested and found it difficult to get started on individual tasks.
19. In the infants teaching in mathematics is very good. There is a good pace to questioning and the teacher is careful to ensure that all have the opportunity to contribute. Teaching in mathematics is good in the juniors, with all teachers making effective use of the three-part lesson to teach new skills, allow pupils to practise these and then assess how well they have learned at the end. Teachers make good use of brisk questioning to develop pupils' mental agility with number and pupils enjoy the opportunity to explain how they have solved a problem. Teachers plan well to meet the different needs of pupils in their classes and provide work that is appropriate to their needs.
20. Teaching in science and the foundation subjects is satisfactory and in ICT it is often good. Teachers' use of ICT to support learning in other subjects is developing well and is satisfactory overall at present. In religious education, while teaching is satisfactory overall, some unsatisfactory teaching was seen. In both cases the work set for pupils did not develop their understanding of the faiths being studied. Pupils' learning was limited to brief facts with no understanding of how certain beliefs would affect how people of a particular faith would behave. Where teachers plan imaginatively for pupils' learning they make pupils' learning memorable. In Year 3, pupils learning about the impact of World War 2 on people in England, improved their understanding of what it meant to live through an air raid because the teacher had provided gas mask boxes to be worn by different groups in turn. The sound of the air raid siren sent this group of pupils moving quickly and calmly to the Anderson shelter they had built in the classroom. Discussion with these pupils showed how well they understood the affect on everyday lives of being interrupted in what you were doing and being in fear of explosions around you. Overall, there are not enough opportunities of this quality to enhance pupils' learning.

21. The contribution made to pupils' learning by teaching assistants varies according to the quality of the teacher's planning, but is good overall. Where teachers have a good knowledge of their pupils and plan closely with the teaching assistant, their pupils make good progress. For example in a Year 4 literacy lesson, the teaching assistant worked very effectively with a group of pupils with special educational needs, to ensure that they planned a poem about colours. The assistant skilfully encouraged pupils to work on their own by using good questions to focus on the key ideas. At the end pupils were delighted that what they had produced was their own work and not something written for them. Where the use of teaching assistants is less effective, the use of the assistant at different parts of the lesson is not sufficiently focused nor is she used to benefit the pupils who most need support.
22. Provision for pupils with special educational needs in class is satisfactory overall. In most lessons, teachers provide support for their learning either through appropriately simplified tasks, by assigning the teaching assistant to support them or by pairing them with classmates who can give support. Their progress is monitored regularly and teachers make a note of where they have had difficulty in their learning. Where pupils are withdrawn for additional support for basic skills their progress is unsatisfactory, because the activities they do are not specifically tailored to help them meet their learning targets. There are no records of progress over time for pupils in withdrawal groups and the timescale of targets is too long to motivate pupils to make a real effort. There is a significant number of pupils in Year 6 who have made unsatisfactory progress in their reading since Year 2, despite having additional support. This is a matter for urgent attention and concerted effort by teachers. The school has no register of gifted and talented pupils, though the head teacher keeps a record of pupils whom teachers recognise as able and make additional provision for.
23. Teachers make sound use of assessment procedures and have begun to evaluate the impact of their teaching upon pupils' learning. This is giving them a better picture of the strengths and weaknesses of their pupils and is helping them to see where they need to adjust their planning to give the correct Level of challenge to pupils. Standards are satisfactory for pupils, except in literacy for those pupils in the juniors who are on the special needs register, and this is a result of the school's improved use of assessment to guide teachers' planning. Marking across the school is inconsistent and does not give pupils enough advice on how to improve either their skills or the presentation of their work, which is often weak.
24. The use of homework is sound in the infants, with an appropriate emphasis on reading and on learning number bonds. The use of the reading record as a communication between parents and the school is used effectively and illustrates how pupils are supported in their reading and how parents are advised on helping them. In the juniors homework is less well organised and there is some inconsistency of practice. Little evidence of partnership with parents over homework was seen and reading records are not consistently shared with parents. A number of pupils in Year 6 were concerned that they did not have enough homework to prepare them for their SATs or for the amount of homework they would have to do at secondary school. The school should consider monitoring the homework set in the juniors and if necessary respond to pupils' concerns.

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

25. Overall the school provides a broad and balanced range of learning opportunities for pupils from Year 1 to Year 6. All National Curriculum subjects are taught satisfactorily and statutory requirements are fully met. This marks an improvement since the previous inspection when provision for ICT was not satisfactory for pupils in the juniors. Since the previous inspection the facilities for teaching ICT, as well as teachers' skills, have improved. The school has on-site provision for swimming in the summer term and makes provision for pupils to have instrumental tuition. English and mathematics are taught in line with the National Literacy and Numeracy Strategies, and the teaching of basic skills is satisfactory. The teaching of investigative skills in science is still being developed and teachers' skills in this cover a range from satisfactory to good.

26. Children in the Foundation Stage (Reception class) work towards the nationally agreed early learning goals for five-year-olds. The learning opportunities provided for them are satisfactory, though planning for specific outcomes from activities is not sharp enough to ensure that children make good progress in all areas of their learning. The organisation of activities does not lend itself to developing children's independence.
27. There is effective whole school planning for the curriculum. The school plans for the mixed-age classes by working to a two year planning cycle which ensures that pupils do not revisit topics they have already studied. For some pupils currently in Year 1 and being taught in the Reception class, there is not this careful planning and these pupils do not have the same learning opportunities as their peers in the Year 1/ 2 class. Pupils in Years 5 and 6 are taught in mixed-age classes because of the pupil numbers in each year. Additional support for pupils in English and mathematics is given two mornings each week when the two Year 5 / 6 classes form three teaching groups. This system was not operating during inspection so it is not possible to comment on the impact of this organisation of classes.
28. The provision for pupils with special educational needs when they are withdrawn from class is unsatisfactory. There are no records of the progress that pupils make towards the targets set in the individual education plans, reviews of progress are too widely spaced to allow challenging targets to be set and many of the pupils follow a common programme which is not suitable to their needs or age. The use of the special educational needs co-ordinator's time is inefficient, producing little impact upon either the provision for pupils or on the progress they make. Resources for pupils with special educational needs are limited and do not reflect the skills that pupils need to acquire to reach the expected standard for their age. Too few pupils in Reception and Year 1 are identified with special educational needs when the very low Levels of literacy pupils have when they join the school are taken into account.
29. The school provides a good range of extra-curricular activities for pupils of all ages. These include netball and football clubs for junior pupils. and art and recorder clubs for younger pupils, craft club, ICT club, country dancing and athletics also make a good contribution to developing pupils' interests and social skills. The curriculum in all classes is enriched by the visits that the school organises to extend pupils' learning. Pupils in the infants visit Wat Tyler Park and Bradwell Power Station to support their learning in geography, history and science. In Years 3 and 4 pupils visit Kentwell Park as part of their study of the Tudors. Year 5 pupils visit Walton on Naze as part of their work in geography and Year 6 pupils have a residential visit to Kingswood Outdoor Centre to take part in adventure activities. All of these visits make a positive contribution to pupils' learning and their personal development.
30. The school's programme for personal, social and health education (PSHE) is satisfactory and gives pupils the opportunity to learn about themselves and how they relate to others through circle time activities. Sex education and understanding about how drugs affect the body are provided for older pupils in PSHE lessons. The curriculum for PSHE links well with the school's new behaviour programme so that pupils are able to raise issues about the rules in their classroom and consider how to make sure these are upheld. This gives pupils a good understanding of the need for rules and makes a good contribution to their moral development.
31. The school makes effective links with other primary schools in the area for joint ventures such as games and school concerts. These activities are enjoyed by pupils and increase their confidence. There are satisfactory links with the local secondary schools to prepare pupils for their transition there when they are 11.
32. Provision for pupils' personal development, including their spiritual and cultural development is satisfactory. Provision for pupils' moral and social development is good. Planning in different areas of the curriculum reflects the need to incorporate aspects relating to pupils' spiritual, moral, social and cultural development into lessons.

33. Pupils' spirituality is satisfactorily promoted through religious education lessons, church services and the daily acts of worship. Religious education lessons provide opportunities for pupils to reflect upon their own and other people's lives. The pupils develop a sound knowledge of Christianity and other major world religions, such as Judaism and Islam. In other areas of the curriculum pupils are encouraged to value relationships and human achievement; and to explore feelings and the views of others. Pupils are given opportunities to question and reflect, such as in science when looking at 'taking care of ourselves' and 'keeping healthy'. Younger pupils are delighted by what can be achieved when working with the computers. One group who had added a recording of their reading of the Lord's Prayer to their writing on the computer were delighted at hearing their voices coming back from the screens.
34. The school makes good provision for pupil's moral development. Good standards of behaviour are expected in and around the school, together with a respect for others. Pupils help devise the class rules, which are prominently displayed in each classroom. These emphasise good behaviour and personal responsibility. Photographs taken around the classroom successfully illustrate these rules, and help reinforce pupils' understanding of them. The school aims to develop the children's spirit of co-operation with positive reinforcement. This is achieved through the recognition and celebration of successes at the weekly achievement assembly. Pupils have a keen awareness of environmental issues through geography lessons. They have undertaken a study of waste materials and considered how world resources are being exploited – *'Waste is a problem; 'Natural resources are running out and we can never make more of them'*. Pupils in Year 4 have taken responsibility for the restoration and care of the pond. Regular fund-raising initiatives encourage pupils to have a better understanding of those less fortunate than themselves.
35. The provision for pupils' social development is good. The school encourages pupils of different ages and abilities, including those with special educational needs, to mix and work together. This is particularly important in mixed-age classes. Older pupils look out for younger ones at lunch and playtimes and often involve them in their games. The older pupils now undertake residential visits, which raises their self-esteem and confidence. The good number of extra-curricular activities such as the many sports clubs, art and craft sessions, drama productions and choir help to develop pupils' co-operation and team spirit as well as their skills and abilities. Pupils value these opportunities and spoke positively about the range of clubs offered. The sporting competitions, choir and country dancing club provides wider opportunities for pupils to work and compete with others, and become involved in local festivals. Pupils have also participated in community events, church activities and have successfully organised fund-raising activities to raise money to support local and national charities.
36. The satisfactory provision for pupils' cultural development is effectively promoted both during lessons, and through various visits and visitors. These have included musicians, storytellers and theatre groups. Visits to the Fitzwilliam Museum in Cambridge have provided good first hand experience to support pupils' history topic on the Egyptians. Pupils have the chance to learn to play the recorder and the choir was highly commended at a local Victorian Christmas festival. Awareness of their own heritage has been well promoted through the 150-year celebrations with a Victorian Day. European links are less well developed, although pupils study the paintings of Kandinsky and Fernand Leger to produce work in the style of these artists. There are few pupils from ethnic minority backgrounds in the school. Although there is some recognition of other cultures with a display to celebrate the Hindu festival of Diwali and some Rajasthani puppets, there are few resources and displays to raise pupils' awareness of cultural difference and recognise and celebrate the cultural diversity of life within their society. The school is aware of this but little progress has been made since this was raised as an issue in the previous inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school's provision for pupils' health, welfare and guidance is very good and makes a significant contribution to sense of security and well-being that pervades the school. Teachers

monitor pupils' personal development and work sensitively to challenge and support their specific needs in class. Good examples of this were seen in the Year 4 class where a new pupil needed considerable support to settle into the class. There are sound systems in place to support the academic and personal development needs of pupils with special educational needs. The school seeks to ensure that pupils have equal opportunities. However, the withdrawal of pupils for special educational needs support from the same lessons each week, means that not all pupils are receiving their full entitlement across the subject areas. Procedures for monitoring and supporting pupils' personal development are satisfactory. Teachers know their pupils well and provide targeted support where they see it is needed.

38. Procedures for monitoring and promoting discipline and good behaviour are very good. This is reflected in pupils' behaviour and the orderly atmosphere in the school. The comprehensive behaviour policy provides very clear guidelines and procedures for promoting good behaviour, and dealing with any disruptive pupils or incidents of bullying. It clearly highlights the school's expectations and identifies the responsibilities of pupils, staff and parents. The new behaviour policy provides a good balance of rewards and sanctions, with staff offering a consistent approach to behaviour management. Pupils are involved in devising the rules and boundaries, and know what is expected of them. They value the reward system which they feel motivates them to work hard and behave well. They spoke excitedly about collecting team points and are well aware of their targets and how these can accumulate to achieve special 'golden time' at the end of each term. They like the competitive element and clearly support their team. Procedures to monitor and eliminate oppressive behaviour or bullying are very well developed. Pupils feel there is '*little bullying*', they know who to go to if it happens and are confident that it will be dealt with promptly and effectively.
39. Procedures for monitoring attendance are good. Most parents call in promptly to inform the school when their children are away ill. Parents are informed about their responsibilities regarding the need to ensure their children attend school regularly and promptly both in the prospectus, governors' annual report to parents and through updating letters. The school encourages parents not to take their children on holiday in term time or during the exam week. There are good links with the educational welfare officer who visits regularly to follow up any issue as required.
40. The school has good systems in place for child protection and ensuring pupils' health, safety and welfare. The school has appropriate procedures and guidelines for child protection. This has been improved since the previous inspection. The headteacher and deputy head are the members of staff with designated responsibilities for child protection. They are well aware of the processes involved and the recent changes to the legislation. Other members of staff are also aware of child protection procedures. Well-established systems are in place to take care of pupils who may fall ill during the day, and there are effective procedures to meet the medical needs of pupils. A sufficient number of staff are qualified to provide first aid treatment. The school has good links with the various support agencies and these specialists attend as necessary.
41. There is a comprehensive health and safety policy, and effective procedures in place to address the issues of safety and security of pupils in the school or when out on visits. The headteacher and health and safety governor undertake regular health and safety checks and risk assessments, as well as reviewing the security arrangements around the school before reporting back to the governing body. The Governors take their responsibility for health and safety issues seriously.
42. The school has satisfactory procedures for assessing pupils' progress. There are a number of ways in which information is gathered about pupils' progress and this is used by teachers to plan the next stage of learning. Regular assessment in reading in the infants shows where pupils need support to improve and this is helping to raise standards. Writing assessments and assessments in mathematics are carried out half-termly and teachers use these assessments to set targets for improvement for individuals. Assessment in science is mainly on what pupils know and there is no assessment of pupils' skills of deduction and observation. This is because the school is not yet placing enough emphasis on investigative work in science.

43. In other subjects there are regular end of topic assessments which record what pupils have covered and whether or not they reached the expected standard for their age. All teachers make lesson evaluations of teaching and learning and this is making them more aware of how pupils respond to teaching as well as telling them which pupils have moved faster or slower than expected in their learning.
44. The headteacher is making good use of test data to track pupils' progress over time and to set targets for improvement in each class. These expectations are making teachers more aware of the potential of pupils in their classes to do better and in some classes are clearly raising teachers' expectations of what pupils can do. The use of assessment to set targets for improvement is satisfactory but needs to be sharper, to ensure that all pupils make good progress in every class.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has a satisfactory partnership with parents. It provides parents with information and opportunities to be involved with the work of the school, and this has a positive effect on pupils' learning. The quality of information provided for parents is very comprehensive. Information regarding the school and its activities is detailed in the attractive school prospectus and governors' annual report to parents. Ongoing contact and information about forthcoming events are maintained through regular newsletters. Topic information is circulated to parents each term, which enables them to see what their children will be covering during the course of the year. The school effectively consults parents through the use of questionnaires, and runs occasional workshops to keep parents in touch with developments and activities such as the new approach to spelling, the early reading research and the Year 6 residential trip.
46. Parents generally expressed a high Level of satisfaction about the work of the school in the pre-inspection questionnaire and at the meeting held for them before the inspection. Parents feel that the school is well led and managed. They value the *'community feel... a village school'* and feel there is *'a friendly and happy environment'* - their children enjoy coming to school. There is a general feeling that the school is very accessible and parents are comfortable approaching the school with any questions or concerns they may have. Most parents reported that they are kept well informed about the progress their children were making. However, a number of parents felt that the school did not work closely with them and felt there were occasional breakdowns in communication. A number of parents expressed concerns about the amount of homework given, especially in Year 6 and the range of activities offered outside school. The inspection team considered the amount of homework given to be satisfactory and the range of extra-curricular activities provided to be good.
47. Opportunities for parents to become involved in their child's learning are satisfactory. Consultation evenings are held regularly providing opportunities for parents to review their child's progress and achievements. These are generally well attended. There is an open door policy where parents can visit the school at the end of the day to discuss their child's progress, but few take advantage of this opportunity. The quality of information offered to parents regarding the progress of their children is sound. Pupils are set individual learning targets and these are shared with parents during the consultation evenings. The school's annual report for parents clearly identifies what their child has covered. Reports do not provide the opportunity for either children or parents to make written comment and this would help improve the sense of partnership for parents and children.
48. Where parents are making an effective contribution to their child's learning by supporting them at home this is having a positive impact on pupils' progress. The school warmly encourages parents to become involved in their children's learning by helping out in the school. A small number of parents are able to volunteer to help with various activities around the school such as listening to reading, working with small groups, helping with netball and art clubs or helping out on school trips. Parents are well briefed for these tasks and activities. Parents receive details regarding the homework policy and how they can support and help their children at home. The school feels that

support for reading and homework is more evident in the infants school than it is in the juniors. Where parents are regularly listening to their children read at home, this is improving their standards of their reading.

49. The impact of parents' involvement in the work of the school is satisfactory. Parents are invited to become involved in the life of the school and are encouraged to attend school events such as concerts, parents' evenings and fetes. However, many parents work and are unable to become fully involved in school activities and events. The parent, teachers and friends association is run by a small committed group of parents and staff. They organise and run a number of fund-raising and social events each year, which helps to generate valuable extra funds for the school. This covers the costs of running the swimming pool, has recently helped purchase new playground equipment, picnic tables and shelters and helps to sponsor the annual pantomime visit.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides strong and purposeful leadership for the school. Since the previous inspection she has had a clear focus on raising standards, especially in the juniors (Years 3 to 6). Her thorough analysis of test results and assessment data has given her the insights into where the school needs to improve its provision. Working closely with the local education authority, the headteacher has supported teachers to focus on raising standards both in teaching and learning. She has continued to develop the school's procedures for monitoring the quality of its work, through the involvement of subject co-ordinators in this role. This has led to a wider understanding the strengths and weaknesses in the school and subject co-ordinators are now more confident about identifying areas for improvement. The work begun at the time of the previous inspection has now had time to impact on standards and pupils' achievements which are now at least satisfactory throughout the school. The school has addressed all the issues raised at the previous inspection and has made satisfactory improvement since then.
51. The new deputy headteacher, assessment co-ordinator and the English co-ordinator have worked closely with the headteacher to bring about change and improvement. The science co-ordinator, who has just taken up post, is giving good leadership to the subject by analysing test results to discover where weaknesses in teaching and learning may exist. The ICT co-ordinator has been successful in improving provision through her strong leadership and support for colleagues. She has ensured that planning for ICT now includes its use in other subjects and that pupils have regular access to the ICT suite. All staff in the school are committed to raising standards and they now have a much clearer view of how this can be achieved. They are involved in the formulation of the school development plan and know what their role is in helping the school achieve its objectives for improvement.
52. The role of Foundation Stage co-ordinator has expanded since the previous inspection, since the school now admits children into the Reception class in the year in which they are five. This has meant that provision for younger children has had to be provided in the morning sessions, alongside children who are five in the current term. The numbers of children attending the Reception class during this term has risen sharply, from three at the time of the previous inspection to 21 at this inspection. This has brought with it heavier demands for resources to ensure that children have a wide variety of activities from which to learn and a much greater need for detailed planning and assessment to ensure that pupils are given challenging tasks to help them learn. The current experience and expertise of the Foundation Stage co-ordinator have not fully prepared her for these new challenges and the school needs to seek more external support to enable her to provide fully for the needs of all children in the Reception class.
53. The management of the school's provision for pupils with special educational needs is unsatisfactory overall. The main weakness is a lack of monitoring of standards and provision, for pupils in the juniors, by the co-ordinator for special educational needs. This has led to an unsatisfactory understanding of the progress that pupils on the special needs register make. Because there is no monitoring of provision, there are no up to date records of pupils' progress towards their targets, some of which have too long a timescale to be meaningful to children. The

withdrawal of some pupils for two sessions daily is not being monitored to discover how this impacts on their learning in other subjects, nor is there a plan to alter the times of this withdrawal to reduce this effect. A thorough review of the management of special educational needs is needed to ensure that pupils make at least similar progress to their peers in the key area of basic skills.

54. The governors' knowledge of the weaknesses of the school was inadequate at the time of the previous inspection and they played little part in setting priorities for improvement. Since then, there have been improvements to how the governing body works through its committees, there has been an effective programme of training to help governors have a better understanding of their role and how to discharge it and governors have a better knowledge of the school through visits and their involvement in analysing and discussing test results and assessment information. The governors now have a sound understanding of the school and appropriate involvement in setting the school's targets and priorities. They now ensure that statutory requirements are fully met.
55. The school has an appropriate number of teachers with the correct balance of knowledge and expertise to teach the curriculum in classes from Year 1 to Year 6. As mentioned above there is a need for further professional development for the Foundation Stage co-ordinator if children in that stage are to enjoy a full range of learning activities to help them reach the early learning goals. The provision of teaching assistants in each class makes a valuable contribution to pupils' learning in most classes, because they are well trained and work closely with the class teacher to support pupils. When the teacher does not plan fully for their time in class then the

impact of the teaching assistants' work is reduced and they do not spend all of their time helping children to learn. Procedures for performance management are satisfactory, with targets that are linked to the school's priority to raise standards in English, mathematics and science.

56. The school's accommodation is adequate, well used for pupils' learning and enhanced by displays of pupils' work and information to reinforce their learning. The playground and playing fields provide good areas for play, games and athletics. There is a good range of adventure play equipment which children make good use of at break times and lunchtime. Resources for learning are satisfactory, except in the Reception class where more resources for pupils to learn independence through play activities are needed. Examples of inadequate resources include provision for sand and water play, more variety in resources for creative development and more resources for children to learn about the world around them. Overall, the school does not have enough resources which teach pupils about the multi-cultural aspects of the world they live in.
57. Financial planning is sound and is linked to the school's targets for raising standards. The current surplus in the budget is reserved to protect the Level of staffing in the event of a drop in pupil numbers in the next year or so. There is effective administration by the school secretary and routines are well established to ensure the smooth day to day running of the school. The headteacher and governors have a secure understanding of the principles of best value and are careful to seek this in what they do and what they buy. Taking into account the improvements since the previous inspection and the improved standards found in the school, it is now judged to give satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to raise standards and improve the school further, the headteacher, staff and governors should:
- (1) Improve standards in English by:
- Urgently implementing strategies to help pupils with special educational needs, in Year 6, to improve their reading and writing skills
 - Devising and implementing a policy to develop pupils' speaking skills in all classes

- Implementing an effective spelling programme to improve pupils' spelling throughout the school
 - Raising teachers' expectations of the handwriting and presentation of work in pupils' books
Paragraphs 3, 70, 72, 73, 74
- (2) Develop the full curriculum for children in the Foundation Stage by: *
- Improving the detail in planning so that all activities have clear learning outcomes for the children
 - Increasing the range of activities available for children to allow them to make choices
 - Regularly assessing children's progress so that their activities planned meet their developing needs
 - Ensuring that children have regular planned opportunities to talk to each other and to adults
Paragraphs 26, 61, 62
- (3) Improve the management of special educational needs provision by:
- Making a thorough assessment of pupils' individual needs to help them learn to read successfully through proper diagnostic testing
 - Ensuring that each pupil has a learning programme which reflects their individual needs
 - Regularly assessing and recording the progress that pupils make and keeping them informed of how well they are doing.
 - Informing class teachers, regularly how their pupils with special educational needs are progressing
Paragraphs 22, 28, 53, 74
- (4) Improve aspects of teaching and learning to: *
- Increase the range of teaching methods that teachers use by sharing the good practice that exists in the school
 - Give pupils more opportunity to make choices about how they complete tasks by developing more open-ended challenges in science, art and design and design and technology
 - Increase the pace of learning by timing activities within lessons so that pupils have to work to tight timescales
 - Improve pupils' oral presentation skills by creating opportunities for individual and group presentations within lessons.
 - Make the best use of teaching assistants in each class by identifying the best practice and sharing it for the benefit of pupils' learning
Paragraphs 14, 15, 17, 75, 134
- (5) Develop opportunities in and out of the classroom for pupils to develop independence and the confidence to take the initiative. *
- Paragraph 12

Governors should also consider the following for inclusion in their action plan:

- 1) Improve partnership with parents
Paragraph 47, 48
 - 2) Provide more opportunity for pupils to learn about the diversity of cultures in the society in which they live.
Paragraph 36
- * These issues have already been identified by the school and are part of the its current development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	24	18	2	0	0
Percentage	0	6	51	39	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	146
Number of full-time pupils known to be eligible for free school meals	22

FTE means full-time equivalent.

Special educational needs	YR – Y7
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.6
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
	2002	12	11	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	10	9
	Girls	11	11	11
	Total	20	21	20
Percentage of pupils at NC Level 2 or above	School	87 (54)	91 (76)	87 (81)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	9	9	9
	Girls	11	11	11
	Total	20	20	20
Percentage of pupils at NC Level 2 or above	School	91 (74)	87 (77)	87 (65)
	National	85 (85)	89 (89)	89 (89)

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
	2002	7	16	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total	20	20	23
Percentage of pupils at NC Level 4 or above	School	87 (85)	87 (77)	100 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total	20	22	22
Percentage of pupils at NC Level 4 or above	School	87 (85)	96 (81)	96 (85)
	National	73 (72)	74 (74)	82 (82)

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

Separate figures for boys and girls are not included as fewer than 10 boys took the tests.

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
146	1	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	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 – Y7

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	21.25
Average class size	25.5

Education support staff: YR – Y7

Total number of education support staff	7
Total aggregate hours worked per week	131

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	459,977
Total expenditure	430,089
Expenditure per pupil	2,739
Balance brought forward from previous year	24,717
Balance carried forward to next year	54,605

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	146
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	2	2	0
My child is making good progress in school.	42	52	2	5	0
Behaviour in the school is good.	38	57	5	0	0
My child gets the right amount of work to do at home.	30	57	12	2	0
The teaching is good.	50	43	7	0	0
I am kept well informed about how my child is getting on.	25	62	5	7	2
I would feel comfortable about approaching the school with questions or a problem.	55	38	7	0	0
The school expects my child to work hard and achieve his or her best.	38	57	3	0	2
The school works closely with parents.	15	67	13	3	2
The school is well led and managed.	37	57	2	3	2
The school is helping my child become mature and responsible.	47	47	5	0	2
The school provides an interesting range of activities outside lessons.	25	47	13	5	10

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

59. At the time of the previous inspection there were three children in the Foundation Stage and they had been in school for only half a term. The school has recently reviewed its admission arrangements for the youngest children. Parents now have the option of their children attending school on a part time basis after their fourth birthday. At the time of the inspection there were six children attending full time. A further 15 attended for mornings only. These children will be admitted to full time schooling at the beginning of the term in which they reach their fifth birthday.
60. Many of the children have had some pre-school experience. However, most of this has been part time and many children have only been able to attend for two or three sessions each week. When they start school the attainment of children in communication, language and literacy, and in personal, social and emotional development is well below average. Their mathematical development is below that expected.
61. At present, the children in the Reception year (Year R) are in a class with some Year 1 pupils. This means that the teacher and teaching assistant need to plan to meet the needs of both groups. This involves implementing the National Curriculum for pupils in Year 1 and also planning for the early learning goals for children in Year R. The difficulties arising from providing for the two groups are having an impact on the quality of provision for the younger children who do not always have appropriate learning opportunities. The school is aware of the impact of having older pupils in the class and has already begun to explore alternative arrangements to be implemented by the end of term.
62. During the inspection, teaching for children in the Reception year was satisfactory, but some aspects had shortcomings. The long term planning takes account of the six areas of learning for children in the Foundation Stage. However, the short term planning focuses more on the needs of pupils in Year 1. The curriculum is planned more to the early stages of the National Curriculum rather than to the early learning goals for children in the Foundation Stage. Whilst children are given some opportunities to initiate their own learning, the range of activities from which they are able to choose is not sufficiently linked to the Foundation Stage curriculum. This results in a lot of play that is not purposeful and does not promote learning. In a number of lessons observed, the teacher used very closed questions, which restricted children's responses.

Personal, social and emotional development

63. When children start school, most of them have skills in personal social and emotional development that are below that of children in similar schools. At this early stage in the year, children are still settling in to school. They are happy and settled and becoming used to school routines. Children leave their parents or carers happily and settle quickly to their activities. In their independent activities, several children play alongside each other rather than together. Not enough thought is given to providing activities that encourage children to co-operate and play together. However, snack time is used very effectively. Children sit quietly together and adults encourage them to try new experiences, such as tasting kiwi fruit. Children's personal development is not always promoted effectively as equipment and resources are not always chosen to promote independent learning. It is likely that not all children will attain the early learning goals for this aspect of learning by the end of the Reception Year.

Communication, Language and literacy

64. Children enjoy listening to stories, but at this early stage of the year do not readily choose books. In most of the sessions observed, when given free choice, they choose more lively activities. Adults do not use talk to good effect with these young children. Opportunities for speaking and listening are rather formal and are not effective, as children do not have well developed listening skills. Children are not being helped to take turns in speaking or in listening to one another.

Children are not yet confident in talking to visitors about their activities. When asked about these many children do not respond. They are not good at negotiating with others and staff do not provide enough opportunities to develop language skills through social play. Children are learning letter names and sounds but are not given enough guidance in learning new vocabulary. They are not given enough opportunities to practise the formal skills they learn in play situations. For example, children experience a systematic phonics programme each day but are not then given opportunities to use what they learn in other situations. There is no role-play area that encourages children to write. In one of the lessons observed children were told that after they had finished their task, they could practise writing. This meant that they used examples of the alphabet to copy letters. Children are not given opportunities to write for real purposes. The Year 1 pupils were asked to write party invitations. This would have been a good opportunity for younger children to explore writing and develop their skills. There are not enough opportunities for children to experiment with writing. Play opportunities are not set up to encourage writing skills. Children are beginning to write their names but as yet few can do this accurately. They know that writing in English goes from left to right and can write recognisable letters. Many children are still writing letter strings at this stage. Many of the children are unlikely to attain the early learning goals for communication, language and literacy by the end of the Reception Year. Teaching in this area is generally satisfactory, but there are many missed opportunities for developing children's literacy and communication skills.

Mathematical development

65. Most of the children are able to recognise written numbers. They can put numbers up to five in the correct order. Most can count reliably to five and some can count beyond this. When using the computer, some of the children were able to use a program to make patterns of coloured columns, ordering these in height from one to six. One or two of the children are not yet able to match objects to numbers correctly. Children enjoy singing number games and rhymes, which helps to develop their counting skills. Children are not being encouraged to see mathematics in everyday situations. They are not being encouraged to think of themselves as mathematicians or to solve problems. In the activities provided there are missed opportunities to develop children's mathematical vocabulary. Sand and water play for example are not used well. The children are not given prompts to encourage them to use mathematical language. The activities provided are very structured and restrictive. They do not allow children to explore and experiment with mathematical problems, for example there is no role-play area such as a shop or café where children could play at buying or selling things. Children are often given closed tasks, which do not encourage mathematical thinking. While teaching is satisfactory and most children are likely to meet the early learning goals for the number aspects of this area by the time they are five, many are not likely to meet the early learning goals for shape, space and measure.

Knowledge and understanding of the world

66. The majority of children start school with a limited general knowledge. They talk about their families and are beginning to show an understanding of where they live. They enjoy using the computers and can use the mouse competently to move objects on the screen. They enjoy making patterns of coloured bricks on the screen and then printing these. Children are not well supported in investigating their surroundings or finding things out for themselves. This aspect of children's development is not well catered for in the Reception class. While teaching is just satisfactory, the planning does not address this aspect with sufficient rigour and as a result it is likely that the majority of children will not meet the early learning goals for this area of learning by the end of the Reception year.

Physical development

67. The school has recently developed an outdoor play area for children in the Reception class. The use of this is limited as at times it is used as a thoroughfare between the other play areas. This is not yet used as an extension to the learning environment but provides opportunities for play and physical development. Children show well-developed physical skills and most are likely to meet the early learning goals in this area of learning. Children run, balance, jump and climb using a

range of equipment. They are competent at using scooters and tricycles and show a good awareness of others around them. Although the space is small, they use the toys safely. In lessons children use pencils, brushes and scissors with confidence and good control. Teaching is sound in this area of learning.

Creative development

68. There was limited evidence for this aspect of children's learning during the inspection. Children enjoy painting and playing with modelling materials. They also enjoy singing games and rhymes. They were not observed using musical instruments. There was no opportunity for children to develop their imagination through role-play. Children did not make up stories or engage in role-play based on their own experience. The classroom does have a home corner but no children were observed playing in it. In one activity children were engaged in making a calendar frame with card and coloured tissue paper. However, this was very directed by the teacher and children were not given opportunities to explore and try out their own ideas. Teaching in this area is sound overall but needs to develop more independence in the children. The majority are unlikely to meet the early learning goals for this area of learning by the end of the Reception year.

ENGLISH

69. Pupils in Year 2 achieved results in the national test in 2002 that were above both the national average and similar schools in writing but below the national average and similar schools in reading. The school's performance in these tests shows a further improvement on the previous year's results especially at the higher Level. This is due in part to a larger proportion of higher attaining pupils in the group which sat the tests and also to the very good literacy teaching they received during their time in Year 2. Pupils in Year 6 achieved above the national average in their tests in 2002, again reflecting the proportion of higher attainers in the group. Their performance in this year's tests was above that of similar schools. National test results for the last four years show a difference in the performance of boys and girls. In the 2002 tests, girls' performance was considerably better than boys'. Standards in English have risen in line with the national trend in the last four years.
70. Standards in listening in the current Year 2 are at the expected Level, with pupils listening closely to the teacher's instructions and answering questions promptly. Most concentrate well and have good recall of what they have heard. For example in their history lesson, they showed very good knowledge about the life of Florence Nightingale, whom they had heard about the week before. Speaking skills are below average and pupils speak so softly that often classmates cannot hear their answers. Too many pupils restrict their answers to one or two words and the opportunity to develop ideas through talk is missed. This weakness persists throughout the school, with better standards seen in only two classes. Standards in reading are in line with the expectation for seven-year-olds. This is because they have had a good grounding in letter sounds and have been taught different ways of working out for themselves how to say new words. Because they are very well taught and have plenty of opportunity to read to adults, their reading skills are developing at a good rate. The development of reading skills means that pupils' confidence is high when they are given written instructions or text to read and they are able to make very good progress in their learning as a result.
71. Standards in writing for pupils who are seven are in line with the national expectation and pupils have made very good progress from the start of Year 1. They have good control of their handwriting and form their letters legibly. They are confident when writing for many different purposes, such as stories about a favourite soft toy or a newspaper account of what Florence Nightingale achieved at the hospital in Scutari. Their spelling is at the expected Level for their age, which makes most pupils' writing understandable to adults and friends, with only a few needing to read aloud to make their meaning clear. The Year 1 pupils who share a class with Year 2 are making good progress. However, those Year 1 pupils who are in the Reception class do not make such good progress and their standards are lower. The school is aware that it needs

to review this situation to ensure that all pupils have equal access to teaching that is appropriate to their needs.

72. Overall, standards for pupils in Year 6 are below the expectation for 11-year-olds. This is because there is a high proportion of pupils who have special educational needs in literacy who fall well below the expected standard in reading and writing. The majority of pupils in Year 6 reach the expected standard in listening. They are able to pay close attention for long periods and to respond correctly to questions. Most have good recall of what they hear and this supports their learning in other subjects. For example, pupils were able to discuss their work in history and geography with inspectors, giving good detail of what they had previously learned. Pupils' speaking skills and their use of talk to develop ideas and viewpoints, are below the expected standard. Most pupils lack confidence when talking to the class and speak too quietly to be heard by all. Too often they are not encouraged by the teacher to raise their voice, nor are there enough planned opportunities for pupils to present information to the class either individually or as part of a group. These weaknesses reduce pupils' ability to extend ideas through talk, for instance in science or design and technology lessons, as well as preventing them from hearing ideas expressed in different ways by their classmates.
73. Standards in reading for the majority are at the expected Level. Most pupils read with understanding and are able to discuss books they have read. Most are able to read for information to support their learning in other subjects. However, there are very few pupils who reach the higher Level in reading, mainly because they are not taught the more difficult reading skills of working out any hidden meaning in a text or deducing what the writer's standpoint may be. There is also a large proportion of pupils whose reading is well below where it should be, mainly because they have not had effective intervention to help them improve their reading skills since they left Year 2. Overall, standards in writing in Year 6 are below the expected standard. This is because those pupils who do not have adequate reading skills are hampered by a narrow vocabulary, very weak spelling and inconsistent use of punctuation. The result is, that in one Year 6 class, their writing is dependent on adults supporting them to write a few sentences about a famous person and when they are left unaided they do not have the confidence or the strategies to work alone. Other reasons for these lower than expected standards are; the current practice of alternating, weekly, the focus of teaching between reading and writing, so that pupils only have writing activities every other week, and the lack of planned opportunity in other subjects to write for different purposes. In Years 3 and 4 pupils are taught to write in different styles. During inspection both classes worked on writing poems and produced some vivid writing about Bonfire Night and Colours. Pupils currently in Years 5 and 6 do not spend enough time each week on writing to consolidate and develop their skills. This is a marked contrast to the many opportunities that pupils in Years 1 and 2 have for writing and the differences in achievement is notable. Standards of presentation and weaknesses in spelling are other features which reduce the overall quality of pupils' writing and there is a need for an effective whole school policy to address both of these issues.
74. In lessons seen and in the evidence from exercise books, most pupils are making satisfactory progress in the juniors (Years 3 to 6) and their achievement is sound. In the older classes there is evidence of gaps in pupils' skills that have not been adequately tackled either by class teachers in the past or by the school's provision for special educational needs. This is most apparent in the current Year 6, where pupils' failure to make enough progress over time has led to a misconception that they cannot improve sufficiently to reach the expected standard by the end of the juniors. Pupils who have special educational needs make the best progress in those classes where the class teacher and the teaching assistant plan carefully for their needs and the teaching assistant works effectively with them at key points in the lesson. They do not make enough progress in one Year 6 class, where the support of the teaching assistant or the class teacher is not sufficiently well planned to give help when they most need it. Those pupils who are withdrawn for additional literacy support do not make enough progress because the programme they follow is not based on good assessment of their needs and is therefore not tailored to meet their particular needs.

75. The quality of teaching varies from very good to barely satisfactory in one Year 6 class. In the class containing Year 1 and 2 pupils it is very good; the basic skills of reading and writing are very well taught. Pupils enjoy the fast pace of lessons and volunteer eagerly to answer the teacher's skilful questions. The teacher's high expectations of hard work are easily met by the pupils who are always keen to get started on independent work so that they can share their efforts with classmates at the end of the lesson. In Years 3 and 4 and in one Year 5 / 6 class, the teacher's planning for the use of the teaching assistant and the quality of the teaching assistants' work make a significant contribution to pupils' achievements. One group of pupils in Year 3, were very well prepared for their writing about Bonfire Night by the teaching assistant who taught them separately while the teacher taught the rest of the class. The teaching assistant was able to move at a slower, more suitable pace for these pupils as well as adapting the questions that were asked to ensure that they could answer and make a contribution. Teachers in these classes have good subject knowledge and are aware of the different needs of their pupils. They plan carefully to ensure that all pupils are presented with tasks that are challenging and interesting and within the pupils' capabilities. Thorough preparation for writing about Bonfire Night, in a Year 3 class, led to some lovely phrases to describe the sights and sounds: "Rockets whooshing across the pitch black sky", and other sensations, "Hot dogs rolling like bouncy balls in my mouth" and gave the pupils an enormous pride in the results of their work. Relationships in these classes are very good and this makes a positive contribution to pupils' self-esteem and their confidence when tackling new work. In the Year 4 class, the teaching assistant's skilful handling of pupils with special needs enabled them to make contributions during the whole class session and prepared them well for their written work which followed. Where teaching is barely satisfactory, the teacher does not make enough provision for pupils who need additional support and spends too long talking without involving pupils in their learning. The result is that pupils benefit little from the whole class teaching and get on better when left to work on their own. The exceptions to this are the pupils who have special educational needs who need support to begin writing tasks and this is not always provided. Teachers make satisfactory use of ICT to support pupils' learning in English; displays of pupils' writing were enhanced by the use of word processing and clip art.
76. The subject leader has good subject knowledge and is able to give good advice and support to colleagues. In the recent past the school has had much support from a number of literacy consultants who have changed the school's practice a number of times. This has led to some confusion among teachers which has reduced their confidence in some cases. The literacy co-ordinator is in a good position, through her monitoring activities, to know what the school needs to do to consolidate where it has strengths in English teaching and to address the weaknesses that have been found. The quality of teaching in the subject has improved overall since the previous inspection. The teaching of letter sounds in the infants is now firmly established and is improving standards in reading. Overall there has been satisfactory improvement since the previous inspection. The development of a number of effective strategies are needed to tackle the weaknesses:
- The quality of teaching and teachers' expectations, especially in one Year 6 class to ensure that more pupils reach the expected standard by the end of the year than is currently predicted
 - Planned provision for the development of speaking skills
 - The gaps in reading skills for those pupils currently in the junior classes
 - The spelling of most pupils in the juniors
 - The quality of handwriting and presentation

MATHEMATICS

77. Pupils in Year 2 and Year 6 attain the standards expected for their ages in numeracy and all areas of mathematics. The results for the 2002 tests show an increase in the overall performance in Year 2 with pupils exceeding the targets for the higher Levels. This compares well with the results the previous year when they were well below the national average.

78. The results in the 2002 tests for pupils in Year 6 also show further significant improvement on the previous year. In 2002, girls out-performed boys in Year 6 at the higher Level 5. The results are an improvement on the last report when standards by the end of Year 6 were judged to be below average.
79. By the age of seven, most pupils can count and order numbers to 100, and can add numbers to twenty. The lower attaining pupils can add on ten and can name most basic shapes and solids. Pupils can estimate in centimetres items in the classroom. Although the lower attaining pupils can tell the time at the hour, the majority can now also tell the time using the half-hour. Pupils can also recognise odd and even numbers.
80. Pupils in Year 3 begin to understand place value to 600. They can add in pence and begin to solve problems with money. The majority can also subtract one digit from two digit numbers. They recall the names of 2D and 3D shapes and put in lines of symmetry. In a good lesson observed, all pupils were able to divide by 2, while the higher attainers could also divide by 3, 4, 5 and 6.
81. Year 4 pupils proceed to understand place value to five figures. They can recognise polygons and isosceles and equilateral triangles. They can investigate odd and even numbers. The lower attainers can add and subtract to twenty but cannot add to one hundred. In another good lesson, pupils were shown for the first time how to use the grid method of multiplication. The higher attainers worked independently and made good progress in obtaining correct answers. Good use was made of the teaching assistant in the lower group who were doubling and halving numbers. The teacher worked with the rest, over half the class, in ensuring step by step that they understood. When they could they worked independently.
82. Although pupils in Years 5 and 6 work together in two classes and do the same work, it is differentiated according to their abilities. They begin to find prime factors of numbers. They can change mixed numbers into improper fractions and vice versa. The more able have investigated diagonals of quadrilaterals which cross at right angles. All, within their capabilities, could investigate ratio and proportion. In two good lessons observed, pupils were able to plot co-ordinates on a grid although the lower attainers did have some difficulty whilst the higher attainers proceeded to draw shapes from four given co-ordinates.
83. The quality of teaching and learning throughout the school was at least good and sometimes very good. Where it was very good, for example with Years 1 and 2, the teacher kept the lesson at a good pace initially by asking the pupils to find two numbers to make ten and then twenty. She proceeded to show with multi-links that it did not matter in which order numbers were added but it did when it came to subtractions. Where teaching is good, the teachers are competent and set a good pace. They know their pupils well and can set questions, both orally and in writing, to suit their needs. The teachers are now familiar and secure with the National Numeracy Strategy, which they apply effectively. The recommended three-part strategy of daily mathematics lessons is well used. The mental starter, normally about ten minutes long, sets a good pace before the main part of the lesson is introduced. This finishes with a plenary session where the teachers ascertain how much pupils have learnt and understood. Tests are set for pupils in Years 3, 4 and 5 in which targets are set in areas which need improving. Assessment is also done in day to day marking. A good example of this was in a class of Years 5 and 6 pupils. The programme for the week had been devised but because some of the higher attainers had performed very well on one day, their programme the next day was altered to give them more advanced work.
84. Mathematics is well used in other subjects. For example, pupils use data handling in science to draw bar graphs and pie charts, whilst in geography they have to find co-ordinates in their map reading which are similar to those they would find on a grid. Although no information communication technology (ICT) was observed in mathematics lessons, mathematics was used in an ICT lesson where pupils in Years 5 and 6 had to work out formulae for perimeter and area using a spreadsheet. Evidence in displays and in pupils' books shows that they have regular opportunities to use ICT in mathematics lessons.

85. Management and leadership of the subject are good. The co-ordinator is given release time to monitor and observe teaching, look at teachers' planning and children's work. Homework is set once a week. Pupils' progress is tracked throughout the school. The marking of books is variable and needs to be more consistent. Standards are rising and the school should continue the efforts to raise them even higher. An issue in the last report was that not enough attention was given to pupils applying their mathematical knowledge and understanding in solving problems. This has now been rectified and pupils are encouraged to solve problems. For example from analysis of work, the older pupils have investigated multiplication problems whilst pupils in both Years 3 and 4 have solved problems involving money. There has been satisfactory improvement in the subject since the previous inspection.

SCIENCE

86. In the 2002 tests for pupils in Year 6, all pupils attained Level 4 or above in science. However the proportion of pupils attaining the higher Level 5 was lower than in 2001. A high proportion of pupils leave or join the school at other than the usual times and this has an effect on the school's results. The number of pupils with special educational needs in each year group is another factor which affects results from year to year. At the time of the previous inspection standards in science for pupils in Year 6 were below average. Pupils in Year 2 attained standards in science that were average. Inspection evidence indicates that most pupils in Year 6 are likely to attain the expected Levels, though it is not clear that teachers are providing enough challenging work to enable enough pupils to reach the higher Level 5.
87. Pupils in Years 1 and 2 make satisfactory progress in science, and reach the expected Level for their age, though their opportunities to explore and experiment in science could be developed further. There is not a great deal of recorded work for science in Years 1 and 2. Planning shows that science is covered systematically and all aspects of the subject are covered. In the lesson observed, pupils in Years 1 and 2 were learning about the uses of electricity. They know that electricity can make things move, heat up or light up.
88. In Year 3, pupils experimented with the different conditions plants need to grow. They had given seedlings different amounts of water and predicted which would grow best. They know that too much water is as bad for plant growth as too little. Year 4 pupils learned how to read a thermometer. They are learning how to make a test fair and understand that they should keep the factors the same in their experiments.
89. Older pupils in Years 5 and 6 investigated what factors affect the brightness of a bulb. They understand that electrical circuits must be complete for the bulb to light. They experimented with wires of different lengths and made circuits with different types of wire. They are learning to make predictions about which types of wire will produce a brighter bulb. Pupils are interested in science and enjoy their lessons, which helps them to achieve.
90. Teaching in science is satisfactory overall and some good teaching was observed. Teachers plan their lessons effectively. They give clear explanations and take care to teach pupils to use scientific vocabulary. In the best lessons teachers discuss the learning objectives for the lesson which helps pupils to understand their learning. They use questions well to extend pupils' understanding and to check their learning. Satisfactory use is made of information technology to support learning in the subject. Pupils use this to record data from their experiments in graphs and tables.
91. The subject leader has only been responsible for science since September 2002. She has made an effective start to her role and is developing procedures for monitoring progress. She has begun to attend a nationally accredited course to develop her own expertise and to develop her role as subject manager. She is also developing a portfolio of moderated work in science so that teachers know what they should expect from pupils. The school has adopted national guidance for science. This helps to ensure that all aspects of the National Curriculum programmes of study are covered.
92. The previous inspection report identified the need for pupils to plan their own experiments. The school has improved opportunities for pupils to carry out investigations, but these are still very much led by teachers. The co-ordinator is aware that pupils need to be given more opportunities to design their own experiments. Pupils' attainment in science is gradually improving and improvement since the previous inspection is satisfactory.

ART AND DESIGN

93. Because of timetable arrangements, it was possible to observe only two art lessons and these were in Years 4, 5 and 6. It was not possible to observe any lessons in Years 1 and 2 and there

was insufficient evidence to make a judgement about standards in this section of the school.

Judgements about art and design in the rest of the school are based on these two lessons seen, scrutiny of pupils' work both on display and in their sketchbooks and discussion with the subject co-ordinator.

94. Standards seen in art and design are in line with national expectations in Year 6 as they were at the time of the last report. In the two lessons observed, the teaching and learning were good. In Year 4, pupils produced some very attractive designs of leaves. These were collected from the school grounds, covered with foil showing the veins and placed on white tissue paper with more foil as twigs before being mounted onto a black background. Pupils in Years 5 and 6 continue to develop their skills and techniques in art and in the lesson seen they used both paint and pastels. The teacher had produced a very good sunset photograph of the Norfolk Broads. Some pupils used the pastels and with their finger blended in the colours to match the colours of the sky in the photograph. Similarly, some pupils with the watercolour paints also had the right idea of blending the colours to match the sky.
95. The teachers have good subject knowledge and are able to inspire their pupils with clear objectives. Pupils also produced some paintings which were around the school. For example, Years 5 and 6 had some good abstract artwork in the style of Kandinsky using Victorian artefacts of an iron, a lamp and carpet beater from their history lessons. There were also colourful paintings of musical instruments in the style of Picasso. Pupils in Year 4 had modelled pictures on Fernand Leger's 'The Black Divers'. They had also painted full-length portraits of a friend. There was no evidence of ICT being used for art and design this term.
96. The subject co-ordinator is the headteacher and she has been able to monitor the teaching. The school now uses its own scheme of work based on a national scheme. Extra-curricular activities do take place in which Years 3 and 4 had made some splendid African patterns. A knowledge of art form cultures other than European needs to be developed and this has been recognised. There was no pottery on display and this is an area for improvement.

DESIGN AND TECHNOLOGY

97. It was not possible to observe any lessons in Years 1 and 2 so there was not enough evidence available to make a judgement. Three lessons were observed in Years 3, 4, 5 and 6 and judgements are made on these lessons, together with discussions with pupils and staff. Inspection evidence indicates that standards by Year 6 are in line with national expectations. In the previous report it was stated that standards were at least average for seven-year-olds but no judgements were made for eleven-year-olds because of a lack of evidence.
98. Pupils in Year 3 work in pairs to discover how a box is made and carefully undo the sides to reveal the net. Pupils in this group had already made photograph frames and they were able to think how to draw and make the box for the photograph frames. Pupils in Year 4 were making money containers or purses. There were already some attractive purses on display and in the lesson observed, pupils were able to cut to size the material, leaving space for hems and seams. They pinned and sewed the hems and were helped by a parent volunteer in sewing the seams with a sewing machine. They were able to measure, cut and shape their materials.
99. Pupils in Years 5 and 6 design and make slippers. They know that it is important that slippers are functional, decorative and hard-wearing. They considered nine materials in all, including leather, cotton and wool. Much thought is put into the project and they use their own designs and chose their materials. They can design and draw the net to scale and make a template and have an allowance for seams.
100. The quality of teaching and learning is satisfactory and, as a result, pupils make sound progress by the age of 11. There is no significant variation in the achievement of any pupils related, for

example, to prior attainment, gender or special educational need. In the lessons observed, teaching was satisfactory and pupils' skills, knowledge and understanding were enhanced. Diagrams are well drawn and appropriately labelled with lists identifying materials required and well written instructions. Pupils become confident in working practically and in choosing and using materials properly. There was no use of ICT in design and technology although some is planned for topics at other parts of the year.

101. Pupils enjoy the subject, work sensibly and well together and safety rules are always prominent. Work is assessed at the completion of each stage. The time allocated to this subject causes some organisational problems because of the length of teaching sessions is sometimes too short in Years 3 to 6. Resources are generally well matched to meet the needs of the curriculum. Teachers' plans are monitored and this demonstrates that teachers are clear about what they want pupils to learn in lessons. Co-ordination of the subject is satisfactory.

GEOGRAPHY

102. Only two lessons could be seen during the inspection, one in Year 4 and one in a Year 5/ 6 class. Further evidence was gathered from looking at school documentation, analysis of pupils' previous work and discussions with the co-ordinator and pupils. This evidence indicates that pupils in both Year 2 and Year 6 attain standards expected for their age and that their achievement is satisfactory. This is similar to the standards achieved in the last report. Pupils with special educational needs make satisfactory progress particularly when they receive support from classroom assistants.
103. Pupils in Years 1 and 2 made satisfactory progress. They study geography through the stories of Barnaby Bear who goes on various journeys – to the beach, to Dublin and to Brittany. In discussion with Year 2 pupils, they know that Brittany is in France. The school makes use of the surroundings and have made visits to the village in order to recognise the area in which they live. In further discussion with Year 2 pupils, they are able to point out on an Ordnance Survey map, the villages in which they live and identify some basic map features such as rivers, roads and the sea.
104. Pupils in Year 4 have studied the local environment. They have written a diary about the amount of rubbish thrown away in one week by their class and drawn an appropriate bar graph. The school pond had obviously become overgrown and affected by rubbish which pupils had noted the previous week. Pupils wrote a letter to the headteacher on how they thought they could improve the environment, and in particular, the school pond. There was a good link with literacy, the lower attainers being given a template for the letter whilst the higher attainers wrote well from a blank sheet.
105. In a discussion with pupils in Years 5 and 6, they know how to find the scale on an Ordnance Survey map and can give six figure map references correctly. They can name the continents of the world and can describe the course of a river from a mountain spring to the mouth.
106. Teaching and learning are at least satisfactory and sometimes good. Where it was good, for example in a lesson with Years 5 and 6, the teacher was able to inspire the pupils. Here he had a good idea of linking ten minutes of the previous day's news, on video, to geography by asking the pupils to note all the names mentioned. Pupils were able to locate the twelve names by using the index of an atlas and placing them on a blank map of the world. Pupils make use of ICT to research about different countries and to find out about weather patterns. They do not yet use ICT to record geographical information in different ways.
107. The good quality of teaching seen in Years 5 and 6 and the enthusiasm for the subject have helped to maintain the standards. Pupils have a good understanding of geography and there was an appropriate emphasis on pupils' vocabulary and mapping skills. A weakness mentioned in the last report was that there were not enough maps and atlases but this has now been rectified. The co-ordination has been taken over by the headteacher.

HISTORY

108. Standards for pupils in Year 2 and in Year 6 are in line with the expectations for their age. This means standards have been maintained since the previous inspection. Pupils in Years 1 and 2 learn about the lives of famous people. They showed very good recall of what they learned about Florence Nightingale in the previous week's lesson, when they responded to rapid questioning by their teacher. Their concentration during a short extract from a video about the nurse's life was excellent, and showed why they had such good recall. They were very interested and asked many questions about related topics such as what happened to the soldiers and where did the nurses live and began to understand why it was so difficult for women to become nurses in Victorian England. They showed a clear understanding of the difference between then and now in hospital hygiene and surgical practices. Very good writing was produced by pupils who wrote newspaper accounts of Florence Nightingale's work in Turkey; other pupils produced carefully drawn pictures of hospitals then and now to show differences.
109. Pupils in the juniors learn about different eras in history and begin to develop a knowledge of how key people contributed to change. In Years 5 and 6, pupils make a thorough study of the lives of famous Victorians such as Dickens, Brunel and Disraeli. They also learn about the contrast in the lives of the rich and poor and how difficult it was for those poor children who worked in mines, factories or as chimney sweeps. In Years 3 and 4 pupils learn about World War 2 and how the conflict affected the lives of ordinary people. In Year 3 pupils make an air raid shelter and gas mask boxes to take part in emergency evacuation procedures when the class siren is sounded. Pupils in both classes have a good understanding of why children were evacuated from the big cities and how this affected their lives. Overall pupils in all classes have an appropriate understanding of how to learn about and from history.
110. While pupils have the opportunity to write in different ways about their learning in history, this is done in mainly literacy lessons in Years 5 and 6, thus reducing the amount of time devoted to writing in the course of a week. Pupils in the Year 5 / 6 class made good use of census information and their mathematical skills to produce graphs showing where people were born and what occupations they followed.
111. Teaching in history was good in all lessons seen. Teachers have good subject knowledge and use this to plan activities that will interest and challenge pupils. All teachers attempt to make links with other subjects in their study of history. Where this happens, as in the use of drama with the air raid or in using statistical information to draw conclusions, then pupils' learning is improved because they make connections for themselves and relish the opportunity to apply their skills. Teachers make good use of ICT in history lessons, either for pupils to write letters, record their work or to find out information.
112. The co-ordinator, who is new in post has a sound overview of the subject and the planning for each year group. She will monitor pupils' work in due course and have the opportunity to observe colleagues teaching. She is an enthusiast herself and is in a good position to give advice to colleagues. Points to improve are:
- The planned use of literacy in history lessons.
 - The development of drama and pupil presentations as a way of improving pupils' speaking skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. By the end of Year 2 and Year 6 pupils attain standards in line with those expected of seven and 11-year-olds. Controlling, monitoring and modelling aspects are now in line with national expectations. This is an improvement on the last report when standards in these elements of the subject were below the expected Levels. Pupils of all ages are more confident and competent. Standards have improved since the previous inspection when they were found to be below average

at the age of 11. This is still a developing subject and pupils' skills are becoming established. More pupils now have a good understanding of information and communication technology (ICT) and skills, gained through a combination of home support, interest and improved opportunities in the school. The pupils' Level of achievement is satisfactory. Pupils who have special educational needs generally achieve in line with their peers.

114. By the age of seven, pupils are able to communicate information and develop their word processing skills by typing stories. For example, in one lesson observed, Year 2 pupils used ICT to rearrange text to make it easier to read. In this instance, they were writing letters to Father Christmas. Most pupils were confident in using the mouse, keyboard, return key, spacebar and backspace. Some were able to use spell-check. They have also written in their own words about the story 'Not now Bernard'. Pupils have been given experience in controlling a device, in this case a floor turtle.
115. Pupils in Year 3 continue the work learnt in Year 2 in word processing. In a lesson on religious education, pupils had typed 'The Lord's Prayer', then changed the size of the font and used graphics to illuminate the first letter. All had use of a microphone and used control to say 'The Lord's Prayer'. In another cross-curricular lesson with science, Year 4 pupils used spell-check to correct mistakes on a piece of writing on temperature. The teaching was good and pupils were confident in opening their files and in the use of spell-check. In a lesson with another Year 4 group, pupils were able to handle data in the form of bar charts and pie graphs to ascertain the number of pupils who had blue eyes.
116. Pupils in Years 5 and 6 have been able to use a range of ICT skills. They have designed newspapers as part of their work in English. They have created and developed sets of instructions to control repeated patterns. They have downloaded from the internet some history on Queen Victoria and Victorian schools. In one lesson observed, pupils used spreadsheet modelling to discover the link in measurements when finding perimeter and area of rectangles.
117. Teaching and learning throughout the school is at least satisfactory and often good. Staff are becoming more confident in teaching computing skills. They have all received training through the New Opportunities Fund. In most of the lessons observed, teachers had good subject knowledge and were able to demonstrate the learning objectives to the pupils. Pupils were generally challenged with their computer tasks and worked at a good pace. In the lessons where good teaching was observed, the teachers were very competent. They planned well and enabled the lesson to proceed at a good pace. The pupils were interested, had a good attitude and generally behaved well. They learnt effectively as a result of good teaching.
118. The school has adopted the nationally recommended scheme of work that sets out what pupils are expected to learn. With new assessment procedures the teachers have discovered what pupils did not know at the time of the previous inspection and these pupils have now been given the correct teaching to enable them to catch up. The new ICT suite has thirteen computers enabling a whole class to use it but more often half a class uses it at a time to enable one pupils to have a computer. The school has recently invested in five laptops which enables pupils to use them in the classroom. The school also possesses a digital camera and some good photographs were seen as a result of the use of ICT.
119. The subject leader has been co-ordinator for two years and is effectively improving standards and provision in the subject. Resources are now better and she has reorganised the subject well and devised an assessment procedure which is used to set targets. She is able to monitor some lessons, once every half term. There is also an extra-curricular club. Progress is being made in this subject and there has been good improvement since the previous inspection.

MUSIC

120. At the time of the previous inspection standards in music were judged as satisfactory. In the present inspection no lessons were observed in Years 1 and 2. However, in their joint singing

practice they joined in enthusiastically with singing games. They sing tunefully and rhythmically. Some of the pupils chose percussion instruments to accompany the songs.

121. Pupils in Years 3 to 6 enjoy their music lessons. Their progress in the lessons observed was satisfactory, but they have not made enough progress over time and their attainment is below expected level for pupils in Year 6. In Year 3 they listened attentively to music and spontaneously moved to it. They were able to identify the three/four beat. They learned a new song quite quickly and enjoyed playing the percussion instruments. In Years 5 and 6 pupils built well on their previous learning and were able to identify different musical styles. They enjoyed learning a folk song but found it very difficult to improvise a simple accompaniment using percussion instruments. In a discussion with pupils, they said that they enjoy music but their knowledge and understanding are below the Levels expected for their age. They have some

knowledge of how music is written but could not remember having made graphic scores themselves. They said they had not used any computer program in music and no examples of this were observed during the inspection.

122. Teaching is satisfactory. In Years 3 to 6 teachers exchange classes to make the best use of teachers' subject knowledge and expertise. Those who teach music have good subject knowledge. They teach pupils the correct musical terms. They discuss the objectives for the lessons which helps pupils to understand the purpose of their activities. There was no use of ICT in music during the inspection nor was there evidence of any planned use in medium term plans. Pupil's progress in music is assessed and this is linked to National Curriculum statements of attainment for music.
123. Pupils are given opportunities to learn to play a range of musical instruments. These include the trumpet, guitar, flute and keyboards. There is a recorder group for pupils in Year 2. The school regularly takes part in local music festivals with other schools.
124. The management of music is effective. There have been few opportunities for the co-ordinator to observe lessons. However, she does monitor colleagues' planning and each class has a tape to record pupils' work. She is also able to monitor pupils' attainment through their performances in assemblies. Pupils' attainment in music is not as good as that described in the previous inspection report though standards in teaching have been maintained.

PHYSICAL EDUCATION

125. It was not possible to observe any physical education lessons in Years 1 and 2 so no judgements can be made about standards for pupils in Year 2. Standards for pupils in Year 6 are in line with the expectation for their age. There is no difference in the standards of boys and girls. Pupils with special educational needs reach similar standards to their classmates.
126. The teaching varies between satisfactory and good but overall it is good. Pupils know that they have to do physical education to keep fit but it was noted that some pupils in a Year 4 class performing aerobics were not very athletic and were not as fit as other members of the class. They moved to music around the hall to seven different points for different aerobic exercises with the teacher intervening and showing them the correct methods the whole time. There is no planned use of ICT in physical education in the current year.
127. By the end of Years 5 and 6 pupils are attaining standards expected for their age. In both lessons, pupils know the purpose of warming-up before starting the main activities. The Year 6 pupils were performing various balances in pairs and were encouraged by the teacher to think how they could improve. By the end of the lesson, pupils, in pairs, showed their balances to the rest of the class and the majority were able to demonstrate precision, control and fluency in the balances. One pair was so good that it received spontaneous applause from the rest of the class. In the games session with the second Year 5 and 6 class pupils developed their skills in running and passing a rugby ball. This developed into tag rugby with girls and boys performing equally

well. Pupils achieve well in lessons and games because they are taught the skills and techniques.

128. The school has its own outdoor swimming pool which is open for about eight weeks in the summer term. Professional coaches teach the pupils to swim so that by the time they leave at the end of Year 6 most pupils can swim 25 metres. The co-ordinator, who has been in position for two years, is able to monitor teaching for one session per half term. There are a number of extra-curricular activities including netball, football and country dancing. In the summer months athletics, rounders and cricket are added to this list. All extra-curricular activities are open to both girls and boys. In addition to the swimming pool, the school has good indoor facilities with a hall and good outdoor facilities with a playground and a large grassed games field.

RELIGIOUS EDUCATION

129. During the previous inspection no lessons in religious education were observed in Year 6 and no judgement was made about pupils' attainment. Pupils in Year 2 attained the standards expected by the locally agreed syllabus. In the present inspection lessons were observed in each class in Years 1 to 6. Standards are below the expectation for pupils in Year 2 and Year 6, but are better and in line with the expectation for pupils in Years 3, 4 and 5.
130. In Years 1 and 2 pupils were learning the story of Divali. This complemented the story they had heard in assembly earlier in the week. The story took rather a long time and some pupils were rather restless. Pupils could remember some events from the story but could not remember what they had been told about Divali. They did not know which community celebrates Divali. After the story, pupils were given published worksheets to complete or asked to write the story in their own words. These activities did not help their knowledge and understanding of why Divali is celebrated.
131. Pupils in Year 3 learned how Christians view God as a loving father, through hearing a story about the Prodigal Son. They know that this is a story told by Jesus to show how God is loving and forgiving. The teacher questioned them well about how they felt about the characters in the story. They then studied the Lord's Prayer. The teacher explained that this is an example of how Christians view God. Pupils then talked about prayers of thanksgiving and also saying sorry. They then went on to write prayers of their own.
132. In Year 4 pupils showed good knowledge of the story of Moses and his life in Egypt as part of their work on journeys. They know that this story is important in Judaism. Older pupils have a less secure understanding of how faith influences the life of believing communities. They heard part of the story of the Wisdom of Solomon from the Old Testament. They were then asked to work in groups to produce a short drama presentation of how Solomon resolved the dilemma. In one class pupils responded well and produced some thoughtful ideas. In the other class this did not work well. Pupils have not had very much experience in drama and many were self-conscious, and did not behave well. There was no discussion of what Solomon might do to solve the problem.
133. In discussion, a group of Year 6 pupils said they did not enjoy religious education. They found it very difficult to talk about what they had learned earlier in the school. They know that there are different faiths but know very little about their beliefs or worship. Their attainment is below that expected by the locally agreed syllabus. This is also the case in pupils' written work in religious education.
134. Teaching is satisfactory overall, though examples of good and unsatisfactory teaching were observed. In the good lessons teachers showed good subject knowledge and focused on the ways in which people's beliefs affect their lives. Where teaching was less successful, the tasks were mechanical and did not encourage pupils to reflect on their experience or that of others. The evidence in pupils' books suggests that some teaching seen during inspection was better than usual. The quality of work done since the start of term does not reflect the quality of teaching seen in some lessons.
135. For pupils in Years 3 to 6, the school uses the model scheme provided by the local education authority. A commercial scheme is used for pupils in Years 1 and 2. This includes a number of worksheets which focus on pupils remembering facts, rather than thinking about what the story means. As a result pupils' attainment is below that expected by the agreed syllabus.
136. The management of religious education is satisfactory. There have been some opportunities to observe colleagues teaching. The co-ordinator also monitors pupils' work in books and monitors colleagues' planning. However there is no portfolio of moderated work in religious education to give teachers guidance as to what they should expect from pupils. There is no assessment of pupils' attainment in religious education. Religious education has not recently been a priority for curriculum development. Teachers vary in their confidence and subject knowledge. Standards in

religious education are lower than they appeared to be at the time of the previous inspection by the end of Year 2.