

INSPECTION REPORT

CHAFFORD HUNDRED PRIMARY SCHOOL

Chafford Hundred, Grays, Essex

LEA area: Thurrock

Unique reference number: 132181

Headteacher: Miss Karen Lees

Reporting inspector: Martin Kerly
12783

Dates of inspection: 18th - 21st November 2002

Inspection number: 248923

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 category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Mayflower Road Chafford Hundred Grays
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Telephone number:	(01375) 484580
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Appropriate authority:	The governing body
Name of chair of governors:	Rev Pam Peeling
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12783	Martin Kerly	Registered inspector	Mathematics Art and design Physical education	School effectiveness Standards and achievement Quality of teaching Leadership and management
9079	Ann Moss	Lay inspector	Equal opportunities	Attitudes and behaviour Spiritual, moral, social and cultural provision Care for pupils Links with parents
22927	Pauline Osborne	Team inspector	English History Geography Special educational needs Foundation Stage English as an additional language	
16761	Melvyn Hemmings	Team inspector	Science Information and communication technology Design and technology Music Religious education	Curriculum provision

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chafford Hundred Primary school is relatively small with 189 pupils on roll, almost equally divided between boys and girls, aged four to eleven, with another 40 three to four year olds who attend the nursery class part time. The school opened in September 2001 in a new campus building which it shares with a secondary school. During the first year pupils were admitted at the beginning of each term. The school serves the new town community of Chafford Hundred, where houses are continuing to be built to the school perimeter fence. It is already over-subscribed, with a significant proportion of pupils coming from further afield, having left previous schools or preferring to pass them on the way to Chafford Hundred. Only two percent of pupils are entitled to free school meals, much lower than the national average. The number of pupils with special educational needs is broadly in line with national averages, with the majority of these pupils having learning needs and/or emotional and behavioural needs. None of the few pupils for whom English is an additional language are at an early stage of English acquisition. Over 90 per cent of the pupils are of white UK or other heritage. Of the remainder, the largest group is some five per cent who are black British/African. The attainment of many of the pupils, when the school first opened, was below the national average, particularly those joining junior classes. The attainment of pupils entering the reception class this year is broadly in line with national averages.

It is the intention of the Local Education Authority to develop the campus as one school. Consultation is under way, with a view to combining the two schools from September 2004. The school has an acting headteacher and acting senior teacher. Some of the staff have responsibilities in both the primary and secondary schools across the campus.

HOW GOOD THE SCHOOL IS

Chafford Hundred Primary is a new school with many of its practices still evolving. It has achieved a great deal in a short time and in challenging circumstances. It recognises that much remains to be done. The school has already established a clear identity and has become a learning community of which the pupils are proud. It is popular with parents. Standards for Year 2 pupils in the 2002 tests were above national averages and broadly in line with those in similar schools. Standards for Year 6 pupils in the 2002 tests were very low but were largely a reflection of what the pupils had learned in their previous schools. Standards in Year 6 have since improved but are still below the national average and those of similar schools but, given their starting points, the pupils achieve satisfactorily. All pupils are valued equally. The quality of teaching is very good in the Foundation Stage and satisfactory in Key Stages 1 and 2. Leadership and management are satisfactory. In this, its first complete financial year, the school is giving satisfactory value for money.

What the school does well

- The quality of teaching and learning in the Foundation Stage is very good.
- Pupils' behaviour and attitudes are good throughout the school; they enjoy coming to school and attendance is good.
- The provision for information and communication technology (ICT) is very good and standards in ICT are above average in all year groups.
- Effective use is made of the very good accommodation and there are very good links with the secondary school.
- The acting headteacher and governing body have a good grasp of the school's priorities.

What could be improved

- Standards in writing, mathematics and science, particularly at Key Stage 2.
- The quality of some aspects of teaching and learning in Key Stages 1 and 2, especially with regard to the teachers' expectations, the pace of the work and assessing the pupils' progress.
- The statutory requirements for religious education and collective worship are not met.
- The leadership roles of key staff and the school's procedures for keeping track of whether it

achieves as well as it should.

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

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	N	N	E*	E*
Mathematics	N	N	E*	E*
Science	N	N	E*	E*

Key	
None available – school not open	N
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

When the tests were taken, many of the pupils had been attending Chafford Hundred for only a few weeks, and all of them for less than a school year. The results are largely an indicator of the low levels of ability of many Year 6 pupils on arrival in the school and do not reflect progress made whilst at Chafford Hundred itself. They do show that standards of the pupils were among the lowest five per cent nationally. The girls did considerably better than the boys, attaining only a little below the national average. Results in tests at the end of Year 2 show standards in reading and mathematics were above the national average for all schools and in line with those in similar schools, reflecting the higher levels of ability on arrival of many of these Year 2 pupils. Standards in writing, whilst in line with national averages, were below those of similar schools. Standards of work in science assessed by teachers were below the national average and those of similar schools.

Standards observed during the inspection confirm that pupils currently in Year 2 are working around expected levels in writing, and mathematics, art, history and physical education (PE), above average in reading and ICT and below average in science and religious education (RE). In Year 6, whilst pupils make satisfactory progress, standards remain below national averages for writing, mathematics, science and RE. They are above average for ICT and art, and around expected levels in history and PE. Overall, given their capabilities and low standards on joining the school, the pupils achieve satisfactorily.

The attainment of children towards the end of the Foundation Stage is now in line with national expectations, with most pupils expected to achieve the early learning goals by the time they are five. In the autumn of 2001, before many of the pupils had been admitted, the school set very modest performance targets for pupils to achieve at the end of Year 6 in 2003. If these targets are achieved by the pupils, the school's overall performance would still be amongst the lowest five per cent of schools in similar contexts, and in the lower quartile for all schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are positive about their new school and the work they do in lessons. There is a keen sense of belonging to Chafford Hundred.
Behaviour, in and out of classrooms	Behaviour is good in lessons, at play times and lunchtime. Pupils are polite and courteous and respect the property of others and the school.
Personal development and relationships	Relationships between pupils and between pupils and adults are very good in the Foundation Stage and good elsewhere. Pupils' personal development is satisfactory.
Attendance	Attendance is good, being substantially above the national average.

The school has worked hard and with great success to achieve positive behaviour and attitudes with a group of pupils who, one year ago, did not know each other, nor the expectations of the school. They now see themselves as part of a school community and are very positive about it.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Satisfactory

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

The teaching and learning in the Foundation Stage is a major strength of the school. All the staff work closely together to provide a stimulating, well structured and secure learning environment. The children are motivated and extended and they make good progress. Teaching and learning in Years 1 and 2 is consistently satisfactory and sometimes good. In Years 3 to 6 it is more variable. There is good and very good teaching, particularly in Year 5, but teaching in Year 4 is frequently unsatisfactory. Much of the better teaching is in mathematics, English and ICT. The skills of literacy and numeracy are taught effectively in English and mathematics lessons and practised in other subjects during the day. The teaching of religious education is unsatisfactory. Expectations in some lessons are not high enough, especially of the more able pupils. Learning in some lessons is reduced by a generally slow pace and by inadequate assessment of what the pupils know. When marking work teachers do not explain sufficiently how the pupils could improve. Teachers make effective provision for pupils with special educational needs and these pupils are frequently well supported by the teaching assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The Foundation Stage curriculum is very good. In Key Stages 1 and 2 it is broad and relevant but not always balanced. Arrangements for collective worship do not meet statutory requirements, nor does the provision for religious education.
Provision for pupils with special educational needs	There is effective identification and provision for pupils with special educational needs. The support for those with emotional difficulties is particularly good.
Provision for pupils with English as an additional language	There are no pupils at an early stage of language acquisition for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Satisfactory overall. Provision for moral development is very good and good for social development. There are some opportunities to promote the pupils' own cultural development but too few related to other cultures. The provision for spiritual development is unsatisfactory.
How well the school cares for its pupils	Pupils are well cared for by the school. All pupils are valued and the school's caring ethos promotes strong racial harmony. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. Assessment and monitoring of academic progress are not yet established across the school.

The unsatisfactory arrangements for religious education and collective worship are a significant weakness. The school provides too few planned opportunities for spiritual development to help pupils reflect on their own experiences and those of others. During assemblies, there are too few good opportunities provided for prayer, joy, celebration and quiet reflection. Religious education and music are

not being used adequately to contribute to pupils' spiritual and cultural education. The staff team knows the pupils well and provides good levels of care for all. The school works well to involve and inform parents about their children's progress. Annual reports to parents are of a high quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher has quickly gained a clear grasp of what needs to be done enabling her to manage the school effectively. The Foundation Stage manager leads her team well. The role of subject leaders and the senior management team needs strengthening.
How well the governors fulfil their responsibilities	Governors have worked very hard in difficult circumstances to fulfil their responsibilities. They have a good understanding of the strengths and weaknesses of this new school and the campus-related issues.
The school's evaluation of its performance	The school is gathering valid performance data but does not yet have a rigorous system for self-evaluation, nor a full awareness of national expectations.
The strategic use of resources	Staff and resources are deployed effectively to meet the needs of the curriculum, especially within the Foundation Stage where they are excellent. The principles of best value are being applied although it is too soon to judge their impact.

The initial commitment to run an all-through 3 - 16 school on a shared campus has led to some innovative thinking about provision, organisation and shared roles whilst creating some problems in terms of the speed of decision making and the relevance of policies to the specific needs of a primary school. The acting headteacher is working very hard to rapidly implement whole school procedures and practices. There are many recently developed draft policies in need of formal adoption by the governing body. The continuing consultation process about the possible merger of the two schools is having an adverse effect on some strategic long-term decisions, such as the appointment of a permanent headteacher and the deployment of other staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents are every positive about all aspects of the school, in particular:</p> <ul style="list-style-type: none"> • their children like the school and are keen to attend; • the school is approachable; • they are kept well informed about their children's progress; • the teaching is good with high expectations; • the school is well led and managed. 	<ul style="list-style-type: none"> • A small minority are concerned about homework. • An even smaller group expressed concern about behaviour in school.

The inspectors agree with most of the parents' positive views. Whilst teaching is very good in the Foundation Stage it is not yet consistently good in Years 1 to 6. Leadership and management are satisfactory but not yet good. The inspectors disagree with the very small minority of parents who expressed negative views about homework and behaviour: arrangements for homework are good and behaviour is good across the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of many of the pupils on entering Chafford Hundred Primary during the school's first year was lower than the national average, and for some year groups, notably the reception year and Year 6, below the Local Education Authority (LEA) average. Pupils in reception were above the national average for personal and social development, in line for aspects of reading, but below for all other areas. The pupils arrived during the year from a wide range of schools from a number of LEAs. Pupils admitted this year are close to the national average, and those pupils now in the reception year are working in line with national expectations and are expected to achieve or exceed the nationally agreed early learning goals by the end of the year in all areas of the curriculum.
2. Results for 2002 in the national tests in Years 2 and 6 are largely an indicator of prior learning, and are not a good indicator of progress made by pupils whilst at Chafford Hundred. They show the low levels of ability of many of the Year 6 pupils on arrival at Chafford Hundred. The pupils had been in this school for a short time before taking the tests, many of them no more than a few weeks. At the end of Year 2, standards in reading and mathematics were above the national average and in line with similar schools, reflecting the higher levels of ability on arrival of this group of pupils. Standards in writing, whilst in line with national averages, were below similar schools. Standards in science were below the national average and those of similar schools.
3. Results at the end of Year 6 were very low compared with the national average and similar schools for English, mathematics and science. The proportion of pupils exceeding the national average was lower than normal, and the majority of pupils leaving Year 6 did not achieve the national expectation in each of the three subjects. Within this group, the girls did considerably better than the boys, attaining only a little below the national average.
4. Inspection evidence shows that pupils in the Foundation Stage are now at least in line to achieve the expected standards before their fifth birthday in all areas of learning. Their achievement in personal and social development is good. They are making good progress in all aspects of the curriculum. Standards in Key Stage 1 are now broadly in line with national averages. Standards at the end of the key stage in Year 2 in reading and information and communication technology (ICT) are higher than expected. In speaking and listening, writing, mathematics, art and design, history and physical education, they are broadly in line with national expectations. Standards in science are below national expectations and standards in religious education are below the locally agreed expectations. There was insufficient evidence during the inspection to make a judgement about standards in design and technology, geography and music.
5. Standards within Key Stage 2 overall are below national expectations, especially in Years 4,5 and 6. By the end of the key stage, in Year 6, standards in ICT and art and design are above national expectations. Standards in speaking and listening, reading, history and physical education are broadly in line with expectations. Standards in writing, mathematics and science are below average. Standards in religious education are below locally agreed expectations. There was insufficient evidence during the inspection to make a judgement about standards in design and technology, geography and music. Evidence from the inspection confirms the school's analysis of the low standards on entry of many of the pupils, particularly those currently in Years 4,5 and 6 who were tested on arrival by the school and again at the end of the first school year. There is some evidence of good progress being made by individual pupils since their arrival, but the time scales remain too short to demonstrate clear evidence of added value. The school has not been able to acquire data from previous schools for some of the pupils. Overall, given their capabilities, pupils in Key Stages 1 and 2 achieve satisfactorily.

6. Presentation of work at Key Stage 2 is frequently unsatisfactory. There is limited evidence of sufficient work and progress being made in some foundation subjects and religious education. There are some good examples of higher quality writing in other curriculum areas such as history, and pupils apply their ICT skills well in a number of subjects including mathematics, English and science. However, many pupils lack confidence in problem solving and in using investigative skills in science and mathematics, seeking frequent guidance and reassurance.
7. The school set very modest targets for the end of Year 6 for 2003. If achieved, it would still be amongst the lowest performing schools in similar contexts across the country. The governing body has confirmed targets for 2004 in line with LEA guidance, but there has not yet been detailed discussion within the school about each pupil's capacity and what an appropriate overall target for the year group should be. The acting headteacher has high expectations of pupils and is developing a whole school culture of higher expectations. This is acknowledged and supported by the parents. The school has recently identified those pupils in each class who are seen as gifted and talented, and the head plans to monitor provision for these pupils. The areas include literacy, mathematics, physical education and the creative arts. Individual short term targets, designed to help accelerate pupils' rate of progress, have been introduced this term for English and mathematics. Most pupils are aware of them, but there is little evidence of reference to them by teachers either during lessons or when marking pupils' work.
8. The staff team works hard to make the school fully inclusive. Pupils of all abilities have full access to the National Curriculum, are well supported and make satisfactory progress. The timetable for instrumental music lessons means that a few pupils miss the same lesson each week. This is not satisfactory. There is no evidence of continuing significant differences between the progress of boys and girls. Individual education plans (IEPs) ensure that work is well matched to the ability of the pupils with special educational needs, who make sound progress. Teachers share the planning of this with the teaching assistants who are allocated additional time. The IEPs contain precise targets, for example in mathematics one pupil's target was 'to demonstrate the appropriate pencil and paper method for adding and subtracting two digit numbers'. The method to support the pupil in this and the success criteria were very clearly detailed. The school register of pupils with Special Educational Needs gives clear evidence of some pupils making good progress and requiring less support as a result of effective intervention. Those with emotional and behavioural problems on arrival have settled well within this new school, and are making good progress. None of the pupils for whom English is an additional language is at an early stage of English language acquisition, and their progress is similar to that of other pupils.

Pupils' attitudes, values and personal development

9. Pupils have good attitudes to school and to their learning. This is mainly thanks to good management of pupils by all members of staff who promote high standards and personal responsibility. The school is working hard to instil an appreciation of learning and good attitudes among its pupils and this is reinforced by the school's caring and inclusive ethos. Parents report that pupils enjoy coming to school and ensure that most arrive on time each morning. When they arrive at school they are happy and look forward to their day. Pupils are polite and cheerful and they are eager to learn. They have a positive approach to lessons and try to meet the expectations of their teachers. This was seen, for example, in a Year 5 mathematics lesson where the pupils settled down quickly and purposefully to the activity when discussing the properties of a triangle. They enjoyed the new knowledge and language gained during the lesson. Pupils are enthusiastic about their work and are proud to share their successes. This was seen, for example, in a Year 1 music lesson when some pupils were given the chance to give a solo performance. The pupils enjoyed this activity and applauded each other spontaneously. These good attitudes and enthusiasm for learning were seen in many lessons throughout the school, including those for the very youngest children. The safe, calm atmosphere promoted by the school provides an environment that encourages the pupils to do their best and pupils respond well to it. They develop good habits of working and settle down quickly to tasks. Sustained levels of concentration were seen in many of the lessons observed during the inspection; for example, in a Year 3 Literacy lesson, pupils were motivated and interested in finding synonyms from a thesaurus and contributed positively to the lesson.

10. Behaviour in and around the school is good, for example at lunchtime and when pupils are moving within the school. During the lessons, when there is a change of activities, pupils move quickly and with the minimum of fuss without wasting valuable time. There are some pupils whose behaviour is sometimes challenging. This behaviour is dealt with in a positive and effective way. The rewards and sanctions systems are well established and there is clearly no oppressive behaviour, including bullying and racism. The school has created a caring and supportive ethos in which pupils get on well together with positive racial harmony. There have been no exclusions in the past year.
11. The school has good relationships amongst pupils and between pupils and adults, particularly in the Foundation Stage classes, where they are very good. For example, in the Reception Class when the children were talking about 'our friends,' they were very polite and listened very well to each other. Pupils work well together and they collaborate and co-operate when necessary, as was seen in a Year 3 ICT lesson where pupils concentrated well, combining graphics and text. Higher and lower ability pupils work well together, sharing their knowledge and skills, and this raises the quality of learning of the whole class. There are common rules throughout the school which pupils understand and follow. Pupils are friendly and treat each other and adults with courtesy and respect. They play in a happy, friendly atmosphere. Pupils identified as having special educational need are totally integrated into all aspects of school life. Teachers are using circle time strategies to help the pupils to understand, for example, the importance of friendship. Pupils, therefore, are developing a good understanding of the impact of their actions on others and respect for others' feelings. They study other cultures and religions, but the school could do more to explain and celebrate what pupils learn about the diversity of culture and beliefs represented in the modern world. The acting headteacher has identified this as a weakness.
12. Pupils' personal development is satisfactory overall and good within the Foundation Stage. They accept responsibility by doing tasks around the school. For example, they help to set up the hall for assemblies and the older pupils help to look after the younger ones during wet playtimes. They collect money for charities and the school council meets regularly. Their self-esteem is regarded as very important and there is an effective system of stickers and rewards to promote this.
13. Attendance levels are good, being above the national average. The school is very aware of the importance of high levels of attendance for uninterrupted access to the curriculum and follows appropriate and stringent procedures for registering pupils each day. There are clear and efficient mechanisms for following up any unexplained absences.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching and learning in the school is satisfactory. It is very good in the Foundation Stage. In both the nursery and reception classes, it is always at least good and frequently very good. This is a considerable strength of the school. In Years 1 to 6, teaching is broadly satisfactory and most pupils are learning at a reasonable rate.
15. The very good teaching and learning in the Foundation Stage is characterised by a number of key strengths. The adult to child ratio is extremely high, with all practitioners, teachers, nursery nurses and teaching assistants working together as an excellent team. Their subject knowledge is very good, supporting very effective planning and very good provision of well structured activities. These activities enthuse and motivate the children, and are set up to encourage and support their independent learning within a stimulating and very well presented environment, inside the classrooms and outdoors. For example, in communication, language and literacy sessions the pupils are presented with high quality picture books, an extensive range of materials in the writing area; and carefully structured interventions in the role play area for them to work on the story of Goldilocks. The autumn born reception children benefit from the very small class in their first term and this is a significant factor in their rate of learning. This was illustrated in a mathematics session when all ten pupils present had the chance to explain their ideas about the relative sizes and capacities of ten bottles. The frequent very good learning is strengthened by lots of adult intervention in small groups; all children are listened to, thus raising self-esteem and social skills

and supporting good achievement in personal and social development. The practitioners observe children carefully and there are very good assessment procedures; these help to ensure future activities are very carefully matched to ensure a good, yet sensitive level of challenge. There are very good strategies to support pupils with special needs, with carefully scaffolded activities and modified language to ensure they have full access to the curriculum.

16. The quality of teaching and learning in Year 1 to 6 is broadly satisfactory. Within this there are some variations between year groups and subjects. In Years 1 and 2 teaching in lessons is consistently at least satisfactory, and in some lessons, for example a Year 2 mathematics lesson and a Year 1 ICT lesson, learning is good as a result of the teachers' good subject knowledge, clear expositions and well matched activities for the pupils. In Years 3 to 6 the quality of teaching and learning is more variable. In around one third of lessons it is good and sometimes very good, particularly in Year 5. The teaching and learning in Year 4 is unsatisfactory; here the teacher's subject knowledge is frequently unsatisfactory and expectations are too low. Time is frequently wasted, the pace of lessons is slow and pupils are not inspired or motivated to do more.
17. The quality of teaching in information and communication technology (ICT) is good and pupils' learning is good across the school. This is supported by the teachers' good subject knowledge, their confidence in using the hardware and their ability to draw on it in their direct teaching, enhancing the clarity of teaching points. Several good examples were observed, for example, within mathematics lessons where interactive whiteboards were used effectively to explain place value and shape work, enhancing pupils' interest, motivation and their rates of learning. The quality of teaching in English, mathematics, science, history and physical education is broadly satisfactory. In both English and mathematics, there are examples of good and very good teaching. In these lessons, the teachers' subject knowledge is more secure, the lessons are well structured, the learning objectives are clearer, shared with the pupils, reasonably well matched to their learning needs and directly related to the activities. In several mathematics lessons, good reference was made to the objectives during the course of the lesson and in the plenary, helping pupils to become clear about their own learning and what they will be learning next.
18. Within the overall satisfactory teaching there are some features needing to be strengthened. They include higher expectations of pupils, especially those of above average ability, who do not always get to the planned enrichment or extension activities as all their time is taken on the relatively low level tasks set for the whole class; these pupils have insufficient planned opportunities to develop their problem solving and investigative skills. Another feature in need of improvement relates to assessment. There are some examples of teachers checking the pupils' prior levels of understanding, but no examples of teachers referring to their pupils' short term curriculum targets, and few subjects in which there are agreed whole school practices for recording assessments and plotting progress over time. Teachers' marking is frequently weak. Often mediocre work, poorly presented, is accepted without comment and indeed sometimes is undeservedly praised. Seldom are the pupils shown how they could improve their work. The school's draft marking policy is not being implemented. The time allocated to subjects is inconsistent between year groups. Some lessons are too long, for example in physical education and design and technology, with pupils struggling to maintain concentration levels, thus slowing the rate of learning and depressing their attitude towards learning next time. Some class timetables reveal small blocks of wasted time and overall best use is not made of the time available.
19. The teaching and learning to support spiritual and cultural development is under-developed, with too few examples of planned provision within subjects such as music, literature, history, mathematics, art and design and religious education. Teaching and learning in religious education is unsatisfactory. The teachers' subject knowledge is weak, there is a lack of clarity about what should be taught and how, and in some classes, for example Year 5, there is no evidence of religious education work after eight weeks of term and in Year 6 just one piece of work. This is an area of significant weakness.
20. Teachers effectively provide opportunities to develop literacy and numeracy skills in both English and mathematics lessons and across the curriculum. The National Strategies for Literacy and Numeracy are satisfactorily embedded, although some teachers have not received all the training.

There are good examples of pupils using their literacy skills in other subjects, for example in history and in ICT, and numeracy skills are practised and contribute to their work in science and ICT.

21. There are very good teaching strategies to support special needs children in the nursery and their learning is good. For example, children have the opportunity to move to a different activity after a short space of time to aid attention and concentration, and language is modified by the staff to aid understanding. Cards illustrating such concepts as good looking and good listening are available to support the children. This helps children to progress and encourages co-operative working.
22. In Years 1 to 6 pupils with learning difficulties have good attitudes to school and most work hard in lessons. Where they are supported by a teaching assistant within a small group, they frequently make good gains in learning, for example, learning about money in a Year 1 mathematics lesson. In other situations their learning is usually satisfactory. A few pupils with emotional and behavioural difficulties struggle at times to maintain a focus on learning. In most lessons teachers manage these pupils well; their positive relationship helps enhance the pupils' levels of security and confidence, contributing to reasonable learning.
23. In almost all lessons teachers manage all their pupils well and promote positive relationships, contributing to effective learning in lessons which most pupils enjoy. Very occasionally a more confrontational approach is adopted, and some pupils find themselves removed from the learning activity, inhibiting the progress they might otherwise have made.
24. Homework is used well across the school and this makes a positive contribution to the pupils' learning. Pupils are clear about what homework is to be done and when; they tackle it conscientiously and are well supported by their parents. Homework is used and responded to well by the teachers.

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

25. The quality and range of the curriculum in the Nursery and Reception classes are very good and enable children to quickly settle into everyday school routines, as well as making effective progress in the areas of learning expected for this age range. Children are provided with a very good start to their education and secure foundations are laid for the future demands of the National Curriculum and religious education, with well planned opportunities for reflection and social awareness.
26. The curriculum for pupils in Years 1 to 6 is broad and relevant but lacks appropriate balance. The demands of the Essex Agreed Syllabus for religious education are not met and the acts of collective worship do not meet statutory requirements. There are also inconsistencies in the amount of time given to subjects in different classes. For example, while pupils in Years 3 and 6 are provided with one hour and 45 minutes of science teaching each week, the pupils in Years 4 and 5 receive only one hour and one hour 15 minutes respectively. Some lessons are over long while, in some classes, the timetables do not specifically indicate what is to be taught, which results in some sessions becoming merely time fillers.
27. The National Literacy and Numeracy Strategies are being implemented in a satisfactory manner but the school is aware of the need to further develop strategies to improve standards of writing in English and to provide more opportunities for pupils to take part in more carefully planned investigations in mathematics. The planned opportunities for pupils to use the integral community library make a positive contribution to the good progress that they make in developing their reading skills. In science, the restricted opportunities for pupils to take part in sufficiently structured investigations are limiting their skills in this key aspect of the subject. The provision for information and communication technology (ICT) is very good and is a key factor in the good standards that pupils attain. There are many opportunities for pupils to use their ICT skills to support their work in other subjects. There is also a commitment to developing the pupils' creative talents and they are

given opportunities to work with a range of visitors, including poets and storytellers. Links with the secondary school on the campus have made a positive contribution to creative aspects of the curriculum, with specialist teachers coming into lessons to develop pupils' skills in art and design and music. The provision for extra-curricular activities is good, enabling all pupils from Years 1 to 6 to take part in a range of sporting activities. The school also gives pupils the opportunity to take part in a range of educational visits, including a residential stay in Year 6, that enrich the curriculum by providing further learning experiences.

28. The curriculum is fully inclusive and enables all pupils to have equality of access to every aspect of school life. The provision for pupils with special educational needs is satisfactory overall and very good within the Foundation Stage. The individual educational plans have specific and manageable targets in them. Teachers plan appropriately for the needs of these pupils and classroom assistants are used in an effective way to support their learning. There are appropriate planning procedures that incorporate national guidelines and provide teachers with clear information about the key learning objectives and skills to be taught.
29. There is satisfactory provision for pupils' personal, social and health education and they have opportunities to relate to others in a variety of situations. The pupils' social development is effectively promoted by the good extra-curricular programme and by the variety of educational visits. Pupils have some opportunities, in and out of classrooms, to take responsibility, which supports their personal development. A good example of this is the school council, with representatives from all year groups, which allows all pupils to express their views about school issues and learn about the democratic process. However, the school is aware of the need to provide more opportunities for pupils to show initiative and make their own decisions to help prepare them as responsible citizens within the community at large. Pupils are also encouraged to work collaboratively, in pairs and small groups, as well as taking turns to share equipment fairly. There are 'circle time' activities, which enable pupils to discuss a variety of issues and any concerns they might have about school. As part of their work in science, the pupils are helped to develop good attitudes towards healthy eating and learn about the dangers of the misuse of drugs. With the help of the school nurse, the school provides for sex education in a sensitive and supportive manner.
30. The links with the community make a good contribution to pupils' learning. Members of the church community in Thurrock come into school to help provide pupils with an insight into the nature of religious experience. There are regular visits from representatives of the police and fire services, as well as from the school nurse and dentist, to further support pupils. Links with local businesses have included pupils entering a competition to design an advertisement for the local newspaper. There are opportunities for pupils to raise money for a range of national and local charities, including 'Children in Need' and 'Jeans for Genes', in which they develop an understanding of the needs of others. The links with the secondary school on the campus are very good, as is exemplified in the way that secondary specialist teachers in art and design, music and physical education work so effectively with primary age pupils to develop their skills in these subjects. The pupils in Year 6 are very effectively prepared for the time when they enter their secondary stage of education because of the close liaison between primary and secondary staffs.
31. The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. The provision for pupils' moral development is very good, with lots of positive reinforcement of what is right and wrong. The provision for pupils' social development is good. The provision for their spiritual and cultural development is unsatisfactory. This new school has worked hard at social development to bring together pupils from a wide range of different schools as they arrive in Chafford Hundred.
32. The school provides few planned opportunities for spiritual development which help pupils to reflect on their own experiences and those of others, and to develop an awareness beyond the here and now. During a Year 3 history lesson, when pupils were discussing with a visitor the evacuation of children during the Second World War, they were encouraged to understand human feelings and emotions. The pupils were highly motivated and absorbed in this lesson and reacted well.

However, these opportunities are not provided consistently throughout the school because they are not systematically planned into the curriculum as a whole. During assemblies, there are too few good opportunities provided for joy, celebration, prayer and quiet reflective thoughts. The assembly hall is a stark and barren environment, with no artefacts or displays to enhance the pupils' awareness of beauty and love. Acts of worship are not meeting statutory requirements. The pupils are not having their thoughts guided effectively enough to reflect on the needs of others and related issues. Religious education and music lessons are not being used adequately to contribute to their spiritual education.

33. The provision for pupils' moral and social development is frequently provided in the course of personal and social education, but is also evident in the code of conduct that the school has adopted for all its pupils. This code is effective in helping pupils to know right from wrong and in developing a sense of fairness and justice. Clear messages are being given to the pupils about how to treat people and property. Members of staff provide good role models. Pupils work together well. For example, in a Year 6 ICT lesson, when pupils were finding information from the Internet, they enjoyed working together and sharing the laptop computers. In a Year 2 science lesson the pupils worked together very well in pairs and small groups whilst exploring how to make a complete electrical circuit. In a Year 1 lesson they use real coins to the value of 20p, and rise to the trust shown in them. They show their appreciation for each other's efforts by giving spontaneous applause. The children in the Nursery are beginning to take responsibility by choosing their own activities, and the school council is encouraging pupils to demonstrate maturity and responsibility.
34. The provision for pupils' cultural development is secure within the Foundation Stage but is unsatisfactory in the rest of the school. The school is providing a range of opportunities for pupils to develop their understanding of art and design, music, dance and literature within their own culture. Religious education and music make a poor contribution to their cultural development. There is insufficient coverage of and awareness of other cultures. Although there is some recognition of other cultures through art and the school has a caring and inclusive ethos, the pupils are not being prepared sufficiently for life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Pupils are well cared for by the school. Parents and children appreciate these standards of care. All pupils are valued. The school's caring ethos promotes strong racial harmony and it has successfully helped specific pupils with emotional and physical disabilities become integrated into and respected members of the school community.
36. Procedures for monitoring and promoting good behaviour are very good as are those for monitoring and eliminating oppressive behaviour. The acting headteacher has identified the need to ensure that there is a shared understanding by all members of the teaching and support staff of the necessity to promote consistently the guidance given in the school policies. Teaching and support staff make a significant contribution to providing a caring atmosphere and a safe and calm environment for all pupils, both in and out of lessons. Good behaviour is encouraged in ways that make sense to the pupils. Playtimes and lunchtimes are well supervised.
37. The school is in the process of developing systems for assessing and monitoring individual pupils' attainment and the progress that they make as they pass through the school. Within the Foundation Stage there is very good practice in assessing pupils' stages of development by careful observation, with frequent notes recorded and collated for future reference. The recently developed policy for assessment and record keeping used by teachers in Years 1 to 6 to determine pupils' levels of attainment is satisfactory. However, it is not yet being implemented for mathematics and the foundation subjects nor used effectively to set targets for improvement for individuals and different groups of pupils. The assessment co-ordinator is currently away from school and whole school assessment practices are not being robustly promoted. The lack of tracking and target setting procedures impedes the support provided for pupils' academic progress. Assessment information for pupils with special educational needs is used appropriately to plan future work.

Baseline assessment is in place in the Foundation Stage and the information from these assessments is used very effectively to plan subsequent learning experiences.

38. Procedures for monitoring and supporting pupils' personal development are good, particularly where there is a specific need. Staff monitor all pupils informally to support their learning needs. The programme for personal, social and health education and citizenship is being taught, and plans are in hand for further training for all staff in this area. All members of staff know pupils well and respond sympathetically to each child, taking good account of personal circumstances that may affect learning in the school. There is a strong emphasis on raising all pupils' self-esteem and the pupils are responding well to this. Pupils are becoming confident in their dealings with each other and with all members of staff. Teachers give good praise and encouragement during lessons, and achievements, large and small, are celebrated. This has a positive effect on pupils' confidence and encourages them to achieve more. Circle time is being used to help pupils learn to understand about themselves and others and there are opportunities for them to take responsibility with the daily routines around the school. Older pupils help younger ones during wet playtimes. The school council is now meeting regularly and this gives pupils more opportunities to voice their opinions and to be responsible members of their classes.
39. There are good procedures in place for child protection, with the acting headteacher designated as the person in charge. There are no children currently at the school who are being 'looked after' by the local authority. Staff members are receiving appropriate training to enable them to keep up to date with aspects of first aid. There is a comprehensive health and safety policy and regular risk assessments are carried out. This new school has been built with all current regulations related to access addressed. However, the school governors are alert to the need to maintain vigilance on issues related to accessibility.
40. The procedures for monitoring and promoting attendance are very good. The school is very aware of the importance of high levels of attendance for uninterrupted access to the curriculum and follows appropriate and stringent procedures for registering pupils each day. There are clear and efficient mechanisms for following up any unexplained absences. Attendance figures are entered and checked regularly and the school works closely with the education welfare officer.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school works hard at fostering good relationships with parents. Parents have very positive views and warmly praise what the school achieves. They value its caring attitudes and are satisfied that their children make good progress. They believe teachers know their children well and that such secure personal relationships help pupils to want to succeed. A high proportion of questionnaires were returned to the school. Almost all parents responding to the questionnaire state their children like school and those seen during the inspection said their children are eager to come. They say that the school expects their children to work hard and achieve their best and is helping them to become mature and responsible.
42. The inspection team judges that the school is working hard to work closely with parents in their children's education, and is actively trying to involve parents even more in the life of the school. In its first year it has been successful in establishing a sense of school community and loyalty. Parents speak highly of the good informal links with the acting headteacher and staff. They feel welcomed in the school. They see links as a two-way process, ensuring pupils' interests are to the fore. Parents appreciate the regular newsletters they receive. The weekly newsletters sent out from the Foundation Stage are particularly appreciated. Information about topics and the curriculum the pupils will be studying is not sent out consistently by every class throughout the school. A home/school agreement is being prepared for parents to sign and return to the school. There are regular parent/teacher consultation evenings. The school prospectus and governors' annual report to parents meet statutory requirements. The prospectus is to be updated soon. Good information is provided about pupils' progress. The end-of-year reports are good and contain detailed information on the progress of the pupils and what they need to do to improve further.

43. The inspection team agrees with most of the parents' positive views expressed in the questionnaire and during the parents' meeting. Pupils are keen to attend; the school is approachable; parents are kept well informed about their children's progress. Parents' views on teaching and leadership and management are not shared by the inspection team. Whilst teaching is very good in the Foundation Stage, it is not yet consistently good in Years 1 to 6, and is currently judged to be satisfactory. Leadership and management is satisfactory overall, with some good features but also some aspects in need of improvement. The inspection team disagrees with the very small minority of parents who expressed concerns about arrangements for homework and about pupils' behaviour. Arrangements for homework are good and consistently applied. Behaviour is good across the school, in lessons and throughout the school day.
44. Parents' involvement in the work of the school is satisfactory. Some parents come in to help, for example, with general activities and with cooking and reading. There is no formal Parent-Teachers' Association at the moment, but there is a small, dedicated and enthusiastic group of parents who will give assistance to the school whenever they are requested to do so. They have recently raised money for wet play equipment. The parent governors make a valued contribution to school life.
45. Induction procedures for children entering the Nursery classes are good. Parents are pleased at how their children have settle in and enjoy school. They are particularly appreciative of the way pupils who joined the school at times other than at the beginning of the school year have been supported.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The school opened in September 2001 on a partially built, shared campus with Chafford Hundred Secondary School. The original intention had been for one all-through school for pupils aged 3 to 16. This original proposal was rejected by the DfES. When the school opened it was the declared aim of the two headteachers, the governing body and the Local Education Authority (LEA) to "fuse" the two schools, thus forging one school. Shared management structures were established with key staff having responsibilities across the campus. There was a shared budget, common chair and governing body, and many joint policies. During the first year it was recognised that the campus had no legal status and that a number of the practices did not fit within normally understood statutory requirements. With the guidance of the LEA, the governing body established the primary school as a completely separate unit from September 2002, in order to fully comply with statutory requirements. The primary headteacher resigned with effect from the end of August 2002. The school has an acting headteacher, who is the substantive assistant headteacher. She has been appointed acting head for one year. The first action point in the primary school's School Improvement Plan, drafted in June 2002 and confirmed in September, is *"to dismantle the current DfES status....to establish one cross phase campus....with one headteacher"*. The consultation process to this end has begun, led by a working party comprised of the Chairs of the two governing bodies, the two headteachers and senior officers from the LEA, working towards an intended merger in September 2004.
47. The commitment to run an all-through school has led to some innovative thinking about provision, organisation and shared roles. At the same time the joint planning and working of the two schools created some problems in terms of speed of decisions, and specific relevance of policies and judgements in relation to the primary school. Since more overt separation in September 2002, the primary school has made rapid progress in addressing primary specific issues, developing draft policies and taking decisions in the best interests of the primary pupils. When the schools first opened, the senior management team, comprising the headteacher, assistant headteacher and business manager, spent considerable time engaged on work across the campus and within the secondary phase. This practice rightly ceased when it became clear that this took up valuable time and energy at a time when the new primary school needed un-divided attention.
48. The vision and aims for the campus, including the primary school, which were very quickly and effectively established, have a high profile in school documentation and are understood by staff,

governors, parents and the wider community. The continuing uncertainties and temporary senior appointments with an acting headteacher and acting senior teacher, whilst not directly impacting on the quality of medium term planning, are posing difficulties in deciding how far to create an entirely separate primary school vision and way of working. The acting headteacher has quickly demonstrated her ability to manage the school effectively. She has a clear grasp of what needs to be done and has established a number of effective procedures and practices in the short time since taking over, giving clarity of expectation to the staff and pupils. Her high expectations reflect the declared aims of the school. This very new school now has many draft policies and working practices, the large majority of these having been developed this term, over one year after the school opened. Few of these new policies have been formally approved by the governing body. All staff have clear job descriptions and understand their roles; the proportion of time given to the primary and secondary schools by some staff has not been confirmed and needs resolving. Delegation of responsibilities and leadership by the Business Manager and the leader of the Foundation Stage is clear and effective, with both making a valuable contribution. However, the Business Manager presently line manages a wide range of staffing, including some with a curriculum and teaching and learning focus; this is outside her recognised area of expertise and needs to be reviewed. There is no deputy headteacher; the role of the acting senior teacher is to cover in the absence of the acting head. The Foundation Stage leader demonstrates very effective leadership and management skills. The collective role of the senior management team needs strengthening with a clear programme of meetings and intended outcomes related to the school improvement plan and the outcomes of self-evaluation. The role played by many subject leaders is unsatisfactory, with few having a clear view of standards and quality of provision in their subject across the school. Mathematics and art and design are exceptions to this, being well led.

49. The governing body has rapidly developed a good understanding of the strategic issues surrounding the primary school and is playing a significant role in shaping the new school. The chair is new to the post this term, but has served on the shadow governing body and then the permanent governing body throughout. She has a measured approach towards managing the complex range of issues faced by the governing body and a good understanding of the strengths and weaknesses of the school. Many other governors are frequent visitors to the school, have attended regular briefing sessions with specific members of staff covering literacy, numeracy, special educational needs, health and safety and finance, helping them to hold the school to account and to inform their decisions. The governors' decision-making process has quickened since separating from the secondary governing body in September of this year. They have very good documentary procedures in line with statutory requirements. However, despite draft policies for religious education and collective worship, arrangements in school for these two aspects are unsatisfactory and the statutory requirements are not being met.
50. The school has an effective improvement plan for one year, but no long term strategic plan at this point. The four priority areas identified appropriately reflect many of the issues faced by the school, and address teaching and learning, leadership and management, community and premises. The school does not yet have an established overall approach to self-evaluation. Performance data has been collated and analysed, particularly by the acting head, the Foundation Stage co-ordinator and the mathematics co-ordinator. However, there is insufficient awareness of and involvement by other teaching staff in the issues to have emerged. The performance targets for pupils at the end of Year 6 for 2003, set before many of the pupils had arrived in the school, are not challenging enough. Governors have approved targets set by the LEA for 2004, although there has been little rigorous discussion within the school about individual pupils and their likely targets. There has been very limited systematic observation of teaching and learning, and almost none this term. The acting head has produced and shared detailed plans to begin this in a rigorous way from January 2003. Procedures for Performance Management are established and the draft policy is being implemented. There is a good match of staff across the school to meet the demands of the curriculum; in the Foundation Stage the staffing provision is excellent; the very good range of administrative and technical staff plays a significant role in supporting teachers throughout the school; for example the ICT technician, librarian and sports technician. The teaching assistants and lunchtime staff are well trained and make a good contribution to the work of the school. The recently appointed newly qualified teacher is receiving appropriate support and direction in line with national guidance. However, the needs of the long-term supply teacher in Year 4 have not been

adequately addressed and there is no formalised induction policy for supporting teachers new to Chafford Hundred Primary School.

51. Financial planning has been complicated by the joint campus arrangements. The school is yet to complete a full financial year, and therefore the current separate financial arrangements for the school remain untried and tested. The school currently shares a bank account with the secondary school. The school set a budget, relying on a carry forward from the initial part year. The current budget, whilst balanced, appears unsustainable on current staffing and income levels. At this very early stage in the life of the school, it has not been possible to fix all budget headings. An LEA internal audit conducted early in November 2002 reported very good overall procedures; it made a few minor recommendations which the school is about to implement in full. The school is fully alert to the principles of best value and has applied them from the beginning. The school has a good structure for managing additional Standards funds, and a clear programme of implementing this, carefully targeted to specific groups of pupils. Good use is made of new technology but not all teachers are trained in the use of performance data software. The overall accommodation is very good, with well proportioned classrooms and additional areas. In particular the nursery accommodation is excellent as is the integral public library. The school has access to a range of specialist secondary facilities and equipment. There is no specific primary staff room and the multi-purpose hall has very poor acoustics. The resources and equipment are good overall. They are very good in the Foundation Stage and very good for English, mathematics and information and communication technology across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to build on the achievements in the first year of this new school, the acting headteacher, staff and governors need to:
- (i) Raise standards in writing, mathematics and science, particularly in Key Stage 2, by** (paragraphs 4, 5, 69, 79, 87):
- establishing clear methods and responsibilities for tracking pupils' progress over time* (*paragraph 48*);
 - setting challenging short and medium term targets for pupils and ensuring they know what is needed to achieve them * (*paragraphs 6, 48, 80, 84*);
 - improving the presentation of pupils' work and raising teachers' expectations of that presentation (*paragraphs 74, 84, 88, 89*);
 - making better use of time in terms of the length of individual lessons, and the rationale for time given to each subject from year to year (*paragraphs 25, 85, 90, 111*).
- (ii) Improve aspects of the quality of teaching and learning in Key Stages 1 and 2 by** (paragraphs 15,17):
- ensuring all teachers have high expectations of all pupils, extend the above average pupils and have an understanding of national expectations (*paragraphs 75, 84, 110, 113*);
 - using assessment strategies to monitor day-to-day learning and to inform future lesson planning (*paragraphs 17, 35, 75, 84, 93, 96, 99, 103, 108,115*);
 - constructive marking of pupils' work indicating how it can be improved and what is already good (*paragraphs 17, 75, 84*);
 - providing more structured opportunities for pupils to develop problem solving and investigative skills (*paragraphs 25, 79, 88*).

(iii) Improve the arrangements for religious education, collective worship, and the provision for spiritual and cultural development by ensuring (paragraphs 10, 47, 112):

- the statutory requirements for religious education are met and standards in the subject are improved (*paragraphs 47,112,113*);
- the statutory requirements for collective worship are met and assemblies contribute more to pupils' spiritual development (*paragraphs 47,115*);
- there is carefully planned provision for spiritual and cultural development across the curriculum (*paragraphs 10, 18, 30, 32*).

(iv) Strengthen the leadership of the school by (paragraphs 46, 48):

- establishing whole school self-evaluation to include regular observations of lessons, scrutinies of pupils' work and analysis of performance data* (*paragraphs 48, 86, 90, 107*);
- strengthening the collective role of the senior management team, with clearer links to the school improvement plan priorities and to the outcomes of self-evaluation* (*paragraph 46*);
- developing the role of subject leaders so that their subject expertise impacts across the school * (*paragraphs 46, 86, 90, 96, 107, 108, 111, 115*);
- producing and implementing a schedule for confirming a range of key policies for this primary school * (*paragraph 46*)

Please note: All recommendations marked * are already identified by the school within the School Improvement Plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	12	18	4	0	0
Percentage	0	19	29	43	9	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	189
Number of full-time pupils known to be eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	32

English as an additional language

	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	165
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for 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	16	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	11
	Girls	16	16	16
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	89	89	96
	National	84	86	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	16	16	16
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	93	89	93
	National	85	89	89

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	9	6	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	7	8	10
Percentage of pupils at NC level 4 or above	School	45	45	60
	National	75	73	86

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	5	4	6
Percentage of pupils at NC level 4 or above	School	33	27	40
	National	73	74	82

Separate boy/girl data not included as cohorts are regarded as too low within data protection protocols

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
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
10	0	0
0	0	0
2	0	0
4	0	0
168	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	3
Total aggregate hours worked per week	53

Financial information

Financial year	2001 -02
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Note: Budget for period Sep '01 – March '02

	£
Total income	334125
Total expenditure	317490
Expenditure per pupil	1856
Balance brought forward from previous year	N/A
Balance carried forward to next year	16635

Number of pupils per FTE adult	7
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	10

Total number of vacant teaching posts (FTE)	1
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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	219
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	1	0	0
My child is making good progress in school.	62	32	1	4	2
Behaviour in the school is good.	45	49	6	0	0
My child gets the right amount of work to do at home.	44	45	7	3	0
The teaching is good.	60	36	2	0	1
I am kept well informed about how my child is getting on.	60	37	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	70	27	1	0	1
The school works closely with parents.	50	27	3	0	0
The school is well led and managed.	62	37	1	0	0
The school is helping my child become mature and responsible.	64	33	2	0	1
The school provides an interesting range of activities outside lessons.	66	29	4	1	0

Summary of parents' and carers' responses

The above data indicates very strong support for all aspects of the work of the school.

Other issues raised by parents

No other issues were raised by parents at the parents' meeting.

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

53. Provision for the Foundation Stage is very good. It provides the children with a very good framework for their future learning and is a strength of the school. Play as a tool for learning is emphasised very well in both the nursery class and reception class and reflects the curricular guidance for teaching children from three to five years of age. At the time of the inspection there was one nursery and one reception class. Pupils attend the nursery part time for either morning or afternoon sessions.
54. In the reception class there are 11 children, ten of whom attend all day. The percentage of children identified as having special needs is lower than for the rest of the school. National assessments on entry were not required for this year group but school records confirm pupils' attainment on entry is around the national average and demonstrates they are making good progress. Inspection evidence confirms this good rate of progress and most children are on course to achieve or exceed the early learning goals in communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development prior to entry to Year 1. The majority of children are likely to exceed the goals for personal and social development.
55. The wide range of high quality experiences offered to children in the nursery supports their enjoyment of learning. They are learning to play together constructively and understand that it is important to take turns and share materials. They play confidently and co-operatively and are totally absorbed as they play in the spacious well equipped outdoor area for example when acting as delivery men, collecting boxes to deliver parcels to the three bears' houses. They repair the three bears' house, which has a broken door, and develop language skills as they talk to adults and chat about stories.
56. By the time they enter the reception class, the children have very positive attitudes towards school and are eager to learn. The Foundation Stage manager has been in post since the school opened and immediately introduced very good planning to meet the needs of the children. The area has been very well resourced to cover the six areas of learning. On the evidence seen it is clear the children make good progress in relation to their prior attainment and overall meet the expectations described in the early learning goals. Teaching assistants and the speech therapist make a major contribution to the children's learning, especially those with special needs.

Personal, social and emotional development

57. Teaching and learning in this area is very good. The staff team provides and manages a rich environment to support children's independent learning through a range of very well structured adult-led or child-initiated activities. Most important is the high profile of play as an essential element in children's learning. Children happily select activities, some led by staff. For example, they listened to tapes in the story area or read books such as 'Where's My Teddy' by Jez Alborough. Often they work for sustained periods on co-operative activities, as seen when a group of children were writing to the three bears. The Foundation Stage staff are very skilled at giving the children a variety of opportunities to develop initiative and independence.
58. Across the Foundation Stage, relationships are very good between adults and children. There are opportunities for reflection and the adults provide good role models for the children as they develop an awareness of other children's needs. For example, when explaining how they tried to waterproof the three pigs' house, the three children took turns and were sensitive to the needs of others.
59. The good progress children make in the nursery class is carefully built on when they enter the reception class. Teachers develop the children's social awareness and all pupils' contributions are recognised and valued.

Communication, language and literacy

60. The teaching and learning across the Foundation Stage is very good. Children make good progress in lessons. They are confident and can talk to the group, for example, when the teacher invited the children to talk about what they had done answers were in well structured sentences. Child: "I made a bed for the bear in the sticking area" and another: "I've learnt a new song today." All the children listen well to lessons, instructions and stories.
61. Children are interested in reading and all understand that print conveys meaning. The nursery has a wealth of very colourful books such as 'Mr McGee' by Pamela Allen and 'Cows in the Kitchen' by June Grebbin. At the time of the inspection, the older children in the reception class were able to recognise letters and use this knowledge to support reading. For example they could all say the sound of the letter S and the teacher was developing their recognition of basic vocabulary such as "said" as she shared the reading of a big book, 'Crocodile Tea' by Marcia Vaughan, with the children.
62. Children in the nursery understand the reason for writing and use a range of pens and pencils to write and draw. By the time they enter the reception class most are able to attempt to write their first name as well as being able to write the letters of the alphabet correctly. Basic skills are developed very well through the integrated programme of play activities.

Mathematical development

63. The teaching is very good and the curriculum is very well planned, with a wide variety of everyday activities to develop the children's mathematical skills across the Foundation Stage. The younger children in the nursery class are learning to count and understand numbers to five whilst the majority of older children in the reception class are counting reliably to ten. For example, as they play a game of skittles they count in many combinations up to and including ten. They use mathematical language; when one child was playing removal men in the outer area, the teaching assistant asked what kind of box had been collected and the answer was; "a big square box".

Knowledge and understanding of the world

64. Teaching is very good and children have a secure knowledge and understanding of the world in which they live. Planning focuses on children exploring and investigating objects and materials and thinking about what they have found out. For example, when the older children were trying to find out what would make the three bears' house waterproof, they used a variety of materials, including cloth, paper, net, plastic and in a group carefully observed the result as one child poured water onto the 'roof'. They decided that plastic was the best material to use. The younger children in the nursery confidently built imaginative areas out of large blocks and worked co-operatively on the building site, building large tower blocks.
65. All the children use the computer to support many areas of the curriculum such as art and design and literacy. For example, one child in the nursery brought me a note with a 'computer generated picture with writing' he had written to the three bears: '333 brs ik ct 333 pc j ake' he read the note to an inspector: 'to the three bears could I come to your picnic'

Physical development

66. Teaching is very good in the nursery class. Provision is of a high standard and children in the nursery class enjoy a range of very good opportunities. In the outdoor area for example, there is a purpose built area that includes a rope bridge, and children hold tight as they walk along the bridge and watch carefully where they put their feet. The range of wheeled toys is limited to bikes but there are plans to increase the provision in this area. The children can pedal very fast and steer the bikes safely around objects. These activities enable the nursery and reception children to improve their co-ordination and control.

67. The children develop their co-ordination and mathematical skills as they play hopscotch in the outer area supported by a member of staff.

Creative development

68. Progress in this area is good reflecting the very good teaching and the children receive many opportunities to develop their creative skills. They handle materials of different textures and use paints, glue and collage materials to create lively pictures and models. For example, this was illustrated during the time of the inspection whilst they were making pictures of bears using sponge rollers and mitts with different textures, as well as combs. Collage materials and glitter were being used to decorate houses for the bears. Whilst the children were doing this, the teaching assistant talked with them, stimulating their language with words such as 'sprinkle, scatter, stick'. They enjoyed taking on the role of Goldilocks and the three bears and singing songs from memory with the teacher.
69. The planned music provision is very good but as a wider variety of musical activities takes place during a set time each half term, this was not seen fully during the inspection week. During these blocked periods, inside and outside musical activities take place, for example, in the last half term children marched with drums outside to 'The Grand Old Duke of York' whilst others explored a range of percussion instruments inside.

ENGLISH

70. Standards attained in the 2002 National Curriculum tests for pupils aged seven were above the national average in reading and as expected in writing. The standards attained by pupils in the 2002 National Curriculum tests for 11 year olds were very low in all aspects of the subject. As this school is newly opened, there is no previous comparative data, and the pupils had been in school a relatively short time when the tests were set.
71. Inspection findings show that standards in English are improving but remain below average overall. Reading standards are above those expected for children aged seven. The written work of pupils aged 11 is below the national average. The National Literacy Strategy has been implemented well. The key factors affecting pupils' standards in writing are insufficient time to write and lack of understanding by pupils of what they need to do to improve.
72. At ages seven and 11 pupils' overall attainment in speaking and listening is broadly in line with the standards expected. Children at age seven listen attentively to their teachers and speak clearly. They read aloud together a variety of non-fiction and fiction books. In the introductory session to the literacy hour, pupils are given opportunities to speak and read in class, for example, the children recap on the story of "Animal Crackers" before reading the text and talk about how the children in the story were desperate for a pet. By age 11, pupils are benefiting from opportunities to practice these skills across the curriculum. The school council encourages the children to talk about their views, and good listening and speaking skills were evidenced as children discussed the need for more school visits. Most pupils join in class discussions and wait politely for their turn.
73. Pupils' attainment in reading at age seven is above expected standards. At age 11, pupils' attainment in reading is broadly in accordance with national expectations. At age seven, many pupils read independently and fluently. They are knowledgeable about the characters in books. For instance, one pupil spoke about the character "Polly" in her favourite book: "Polly has ginger hair, blue eyes and smiles a lot and is a happy person. She is about four". This pupil went on to describe the plot. Pupils aged seven show a very good understanding of alphabetical knowledge in locating books and information. They are able to retrieve information books from the Dewey classified library with the support of the librarian and purpose-made illustrated cards. The excellently resourced public library within the primary school, together with the support of the children's librarian and the many opportunities given for the pupils to use this resource, contribute positively to their attainment and this contributes well to the objectives of the National Literacy Strategy.

74. By the age of 11 most pupils can read aloud fluently and accurately and are able to talk about preferences and characteristics in the writing of their favourite authors. For example, one pupil spoke about the books by her favourite author Jacqueline Wilson and instanced her enjoyment by telling about the fun things the characters did such as visiting shopping centres, which she was unable to do. In the very good lessons the teacher deepens the understanding of the pupils by probing questioning. The pupils are then able to find evidence to help them understand why in the poem 'Mercy' by Kit Wright, Mercy did not turn on the light.
75. By age seven, the pupils' writing matches the standards expected and good attention has been given to the National Literacy Strategy. Pupils at age seven know how to write a story and are beginning to write reports in a chronological fashion, as identified in their writing about the Great Fire of London. Most pupils try to use the correct grammar for their work, using adjectives and nouns, capital letters and full stops, and incorporate some imaginative vocabulary into their writing. Pupils use letter sound patterns in their spellings, building up and using the key vocabulary from the National Literacy Strategy in their work.
76. Many pupils at age 11 are new to the school and their work is poorly presented. Good attention is being given to the National Literacy Strategy and this is supporting pupils, many of whom are encountering difficulties with spelling. Pupils find it hard to write in complex sentences, and teachers focus on supporting them joining sentences together using a range of appropriate connecting words. Opportunities for extended writing are limited, with pupils having insufficient time to draft and edit within the constraints of the timetable. Marking is inconsistent and many pupils are unsure of what they need to do to improve their work still further.
77. The quality of teaching and learning in English is satisfactory overall. In Years 1 and 2, it ranges from good to satisfactory and in Years 3 to 6 from very good to unsatisfactory. The majority of lessons are well planned with clear objectives and activities are, generally, well organised. Teachers set good models for language, reading aloud expressively, writing clearly on the white board and making very good use of the interactive whiteboards. Tasks are well matched to the needs of each group in lessons. Marking by teachers is inconsistent and many pupils are unclear about what they need to do to improve their work still further. Adherence to the literacy strategy is giving insufficient opportunities for the pupils to write at length. Other factors that influence pupils' learning positively are their good behaviour and attitude. Behaviour in lessons is good, and pupils concentrate well.
78. The progress of pupils with special educational needs is well supported through clear individual education plans, which structure the class and individual support given by teaching assistants. Pupils who have a statement of need evaluate what they need to do next, for example: 'I didn't concentrate in Year 2 now I try ...'. Such evaluations support progress.
79. The subject co-ordinator is currently providing satisfactory leadership. She is new to the role but already has clear ideas of how the subject needs to be developed and is aware that formal monitoring of the subject is not yet established. The school has made use of standardised tests to assess pupils' progress and monitor achievement. There are plans to extend this to looking critically at National Curriculum levels as evidenced in the pupils' work and to promote a deeper understanding of what is required to improve their work still further. Reports for parents are well written and very good examples are given of what pupils need to do next to improve their writing.

MATHEMATICS

80. Mathematics standards attained by the pupils in the published national tests at the end of Year 2 were above the national average and in line with those in similar schools. Standards at the end of Year 6 were well below the national average and similar schools. The girls performed marginally better than the boys in Year 2 and substantially better in Year 6. The pupils who took these tests had attended the school for no more than two and a half terms, and a substantial number had arrived just a few weeks before the tests, so these results must be viewed largely as a reflection of standards already achieved before entering Chafford Hundred Primary School. Inspection

evidence and the school's own data indicate that during this year standards have risen, but remain below the national average in Years 4, 5 and 6. Standards in Years 1 and 2 have remained broadly the same, in line with expectations. There is no evidence of any significant variation between the performance of boys and girls, apart from the Year 2 class where all the pupils in the above average group are girls.

81. Seven year olds are beginning to have an understanding of place value, with the ability to talk about the value of digits in three figure numbers and to count forwards and backwards in tens from different starting points. They understand time, including half and quarter hours, and can describe and sort two and three dimensional shapes. They are secure in their understanding of money to the value of 50 pence but have not yet worked with £1 and £2 values which would be expected of pupils in Year 2. The more able pupils in Year 6 are broadly in line with national expectations of eleven year old pupils. They have a secure understanding of place value, can multiply and divide numbers by 10, 100 and 1000, understand percentages, the use of brackets within multiplication, have an understanding of fractions, including improper and mixed fractions, the measurement and construction of angles using a protractor and the properties of two dimensional shapes. The average and below average pupils in Year 6, whilst having some understanding of the above aspects of mathematics, remain below levels expected in Year 6. Inspection evidence confirms the school's own analysis that problem solving is a weak aspect of pupils' mathematics. They lack the skills in selecting key words, the choice of operation, and making connections with other mathematical concepts previously learnt and therefore the ability to apply that knowledge. Oral computation skills are also not secure and pupils are not clear about when to choose mental, informal jottings or formal pencil and paper methods to do a calculation.

82. In this new school it is too soon to comment on progress over time. Those pupils currently in Year 1 were below the national expectations at the end of the reception year. The school's data shows that a high proportion of these pupils were below national expectations on arrival. The inspection evidence from lessons shows they make sound and sometimes good progress. A scrutiny of all their work so far this term shows pupils in Years 1, 2, 3, 5 and 6 have made reasonable progress so far. Pupils in Year 4 have made limited progress. In several lessons the more able pupils are not sufficiently challenged, being given relatively low level tasks, with the expectation being to do with greater quantity rather than more challenging mathematics. The teacher and teaching assistant usually spend their time with less able groups, and rarely with the above average groups. A number of pupils with special educational needs have appropriate mathematics targets within their individual education plans. The school has identified specific groups of pupils in Years 4,5 and 6 to receive additional mathematics targeted teaching within the Springboard and Booster programmes, which are scheduled to begin in January 2003. These are intended to accelerate the progress made by pupils currently performing below national expectations. It is not possible to make any judgement on the likely effectiveness of this in advance. However, the outline plans are appropriate. All pupils now have short term mathematics targets, a process introduced earlier this term, and these are intended to support them in their progress. The majority of pupils know what their targets are. The school's published end of Year 6 target of 61 per cent of the pupils to achieve Level 4+ for 2003 is modest. It was set before many of the pupils had been admitted to the school, based on known performance of the small cohort admitted within the first term. If achieved, the school would remain within the bottom 10 per cent of similar schools nationally. This target is not challenging enough and implies relatively low expectations. No target for Level 5+ has been set, again indicating low expectations.

83. Pupils' attitudes to mathematics are good overall, as is their behaviour in lessons. The large majority are keen to contribute in oral and mental sessions, they are confident to demonstrate their ideas to colleagues, to use the interactive whiteboard, as in a Year 3 lesson on understanding fractions, or to explain their methods or reasons. They listen thoughtfully to each other and settle sensibly to work without direct teacher intervention or supervision. They use apparatus carefully and responsibly, sharing and taking turns. They co-operate and respond well when invited to work together, for example in a Year 6 lesson, using min-whiteboards, and in a Year 1 lesson when working in pairs using real money. The use of real coins is an excellent example of high levels of trust by the teacher and moral responsibility by the pupils. The pupils in a Year 5 lesson appreciated the progress they had made with some new vocabulary and

properties of triangles within a short space time and were looking forward to the next mathematics lesson. The pupils' presentation of recorded mathematics work in their books is satisfactory overall and sometimes good. In Year 4 it is unsatisfactory overall.

84. The quality of teaching and learning is broadly satisfactory; in individual lessons it is sometimes good and on occasions very good. The pupils' positive attitudes and good behaviour are contributing to their learning, even where teaching is no more than satisfactory. The majority of lessons begin with effective oral and mental sessions in which teachers successfully involve all the pupils, usually set a good pace and use a variety of resources and stimuli to motivate and engage the pupils. Excellent use is made of the interactive whiteboards, particularly where the visual image helps learning, for example in Year 6 considering measuring angles with a protractor, and in Year 2 demonstrating place value. Another strength in the oral and mental sessions is the involvement of pupils to model particular mathematical points, and the use of mini-whiteboards enabling the teacher to assess the pupils' prior learning. The learning objectives are consistently shared and frequently referred to during the lesson, helping pupils to be clear about their intended learning. In some lessons, pupils write them at the start of their recorded work; in two lessons the teachers skilfully focused the pupils back on to the learning objectives in the plenary, helping to confirm the gains in understanding as well as building a sense of achievement. In several lessons, the oral and mental activity related well to the main part of the lesson, for example the Year 2 lesson where pupils were counting forwards and backwards in tens before moving on to work on place value. Teaching assistants, when available, are deployed effectively during the main part of the lesson, although frequently take little role in the oral and mental and plenary sessions. They have good relationships with pupils with learning and emotional difficulties, helping them to make sound progress. Annual written reports home to parents are good, with clear information about what the pupils have achieved, relative standards, attitudes to the subject and targets for the future. Mathematics is regularly set as part of the homework programme and parents are positive about this.
85. The National Numeracy Strategy is being implemented effectively. However, the teachers' subject knowledge is more variable across the school than it should be, and several teachers are insecure in some of the mathematical processes recommended within the National Numeracy Strategy; also their use of terminology is not always correct and occasionally they confuse pupils by drawing incorrect inferences.
86. The work sample indicates some unsatisfactory teaching, with very limited differentiation between work set for pupils of different abilities, and low expectations. Marking is inconsistent, and overall lacks advice and clarity about how pupils could improve. Several teachers usefully confirm what it is the pupils have learnt. There is no evidence in the marking of reference to pupils' mathematics targets and overall the marking lacks rigour and is not in line with the school marking policy. The teachers' expectations at times are not high enough, particularly of the average and above average pupils. Although individual lesson plans show challenging extension activities for the above average pupils, often the pupils do not progress to these activities, limiting their opportunity to extend or apply their learning in context within, say, a problem-solving context. Low expectations are also reflected in marking which is often over-generous in its praise of what is only mediocre work and effort. Assessment practices in mathematics are not yet established across the school, despite the considerable published guidance available through the National Numeracy Strategy. There is no common recording of assessment of key objectives for each year group, nor a portfolio of mathematics work for problem solving and investigative work to demonstrate levels in this aspect of the subject. Although substantial time is given to mathematics overall, the subject has a relatively low profile in many classrooms, with very few displays of pupils' mathematics work, number lines, charts and hundred squares or mathematics vocabulary related to key objectives for the year. There are some good displays in corridors and a focus on problem solving which is attempting to address a recognised weakness.
87. The mathematics curriculum addresses fully the requirements of the National Curriculum. The teaching and learning strategies recommended within the National Numeracy Strategy are being implemented. There are some constructive and relevant links between mathematics and other curriculum areas, including the use of ICT to present data, and the accurate measurements as

part of science work. There have been some very good links with the campus secondary school with the then Year 6 teacher teaching Year 7 for three lessons a week during the last academic year, helping to improve progression between Years 6 and 7. The overall time allocation to mathematics is sufficient, although in Years 5 and 6, lessons of 50 minutes are shorter than the average and do not help in the focus on raising standards in mathematics.

88. The subject is effectively led by the co-ordinator who has a number of other responsibilities across the school. A draft mathematics policy has very recently been produced and is yet to be formally discussed and ratified by the governors. There is an effective mathematics action plan for the year, produced by the subject co-ordinator, although it indicates very little time has been set aside for staff development and discussion about mathematics over the coming year. She has carefully analysed performance data for Years 2,3, 4, 5 and 6 and has a good view of strengths and weaknesses of attainment across the school. She has looked at mathematics planning but not formally observed mathematics teaching in other classes. This is an issue which needs addressing within an overall school evaluation programme.

SCIENCE

89. The standards of attainment of the majority of pupils in Year 6 and Year 2 are below the national expectation. As most pupils start school with low skill levels, this represents satisfactory progress and pupils of all abilities achieve in an appropriate manner in relation to prior attainment.
90. The quality of teaching is satisfactory, with teachers preparing their lessons well, so that pupils have appropriate resources to use during their activities. They have secure subject knowledge that allows them to ask relevant questions to develop pupils' thinking. There are precise explanations given at the start of lessons, so that pupils are clear about what they are to learn and how to set about their activities. In Years 1 and 2, they are taught how to observe by using all their senses, as is evident in their investigations into which materials are smooth and which are rough. Pupils are given the opportunity to work collaboratively, as was seen in a Year 2 investigation into how a complete circuit is needed for a bulb to light. The pupils' attitudes to learning in this lesson were positive and their behaviour good. They enjoyed their work and responded with interest and enthusiasm. The standards of presentation in books are poor, with some teachers not having high enough expectations of what pupils can achieve. Consequently, the pupils' skills in accurately recording in a variety of ways what they have discovered are being hindered. Some investigations are not sufficiently structured and, as a result, their skills in making sensible predictions and in carrying out a simple fair test are not as well developed as they should be. However, as a result of the satisfactory progress that pupils make, by the time that they are at the end of Year 2, most of them know how to make a simple electrical circuit, as well as identifying which foods are healthy and which are not. They understand and know about the different properties of materials and how this affects the use to which they are put.
91. The teachers in Years 3 to 6 continue to stress the importance of learning through practical experiences and pupils are given opportunities to develop their skills in using a wider variety of scientific resources. This was evident in a lesson for pupils in Year 3 when they were testing a variety of magnets to see which one was the strongest. They showed good collaboration skills during the practical activities, and the teacher's effective intervention strategies ensured that they stayed on task and had a good work rate. Teachers also stress the importance of using correct scientific terminology, as was evident in a lesson for pupils in Year 5 in which they were investigating the process of evaporation and learning how to record their results accurately. In both lessons, the pupils showed a great deal of enjoyment in their work, being curious and keen to ask questions to further their learning. They listened carefully, concentrated well and were appreciative of the contributions of others. The standard of presentation is not good enough and there is a need for higher expectation by some teachers of what they can do. Similarly, there are inconsistencies in the quality of marking, with teachers in some classes not using it effectively to inform pupils how they can improve their work. There are not enough opportunities for pupils to interpret information and identify trends, or to make conclusions that are evaluative rather than being a description of what they have done. As a result, by the time they are at the end of Year 6, most pupils do not show an appropriate ability to identify the need for a fair test or to be able to plan and carry one out

independently of the teacher. However, as was evident in a Year 6 lesson, they have an appropriate knowledge and understanding of how to work from circuit diagrams and can incorporate a variety of switches into simple electrical circuits.

92. The curriculum is broad and relevant but lacks balance because of the inconsistencies in the amount of time given to the subject in different classes. For example, while pupils in Years 3 and 6 are provided with one hour and 45 minutes of science teaching each week, the pupils in Years 4 and 5 receive only one hour and one hour 15 minutes respectively. Some lessons are overlong and result in pupils losing interest and becoming restless. The opportunities for pupils to be involved in collaborative group work activities make a positive contribution to their personal and social development. Literacy skills are not promoted well because some teachers accept, and sometimes praise, written work that is not of a satisfactory quality. Pupils are able to make satisfactory use of their numeracy skills when taking measurements during investigations, as is seen in the work of pupils in Year 6 who have investigated how many 100ml spoons of sugar can be put into water before a saturated solution results. There is some use of information and communication technology to enhance work but the school recognises that this is an area for further development. The co-ordinator has only recently been appointed; she is enthusiastic and is to take further training to develop her expertise but at present is not giving satisfactory leadership. Her monitoring role is underdeveloped and, consequently, she does not have an effective overview of the quality of teaching and learning throughout the school. The planning and assessment procedures are satisfactory and provide teachers with clear information about the key learning objectives and skills to be taught. However, the procedures for tracking individual pupils' progress and setting manageable targets for improvement are unsatisfactory. The accommodation is very good, being conducive to small group practical investigations.

ART AND DESIGN

93. During the inspection it was not possible to observe art and design lessons. Information was gained from a number of sources: an examination of pupils' annotated art work displayed around the school, a portfolio provided by the art and design co-ordinator, curriculum plans, a scrutiny of pupils' sketch books and discussions with pupils. By Year 2 pupils' standards in art and design are in line with national expectations and there is evidence of sound progress across the key stage. Standards of art and design in the older classes and by Year 6 are frequently good, particularly in the medium of paint. Pupils have designed some powerful images and presented them with confidence and energy. They have a good understanding of techniques used by specific artists and the feelings captured by a combination of colour, form and texture. They have demonstrated the ability to develop initial ideas, to revise and improve them, to practise the techniques and then produce high quality work; examples of this include the work by Year 5 based on William Morris.
94. This high quality work is not yet consistently achieved across the school, and is directly related to the contribution by the subject leader who has particular subject expertise and enthusiasm and who has high expectations of the pupils. She has worked effectively with colleagues, planning and teaching within a 'coaching' model designed to raise standards and help colleagues develop their own understanding and subject knowledge. Evidence from pupils' sketchbooks shows a lower standard and relatively low profile for the subject, with some immature drawing, and little guidance on techniques in some classes. In Year 6 there are some good examples of the teacher's marking helping to raise pupils' understanding and performance.
95. The school has a good draft policy for art and design, with clear aims for pupils. There is also helpful guidance on the principles of display and some of the pupils' work is displayed around parts of the school to a high standard, reflecting this policy. It is helpfully annotated to explain to other pupils the processes that lay behind the finished product. The school has adapted the Qualification and Curriculum Authority's curriculum guidance and established effective medium term planning. The school is aware that three dimensional work is somewhat limited at present and it has yet to make use of the kiln on the campus. Art and design is frequently used in a cross curricular context; examples include art and design and information and communication technology (ICT) in Year 2, art and design, English and ICT in Year 5, with poems being written

and published on sensitive, delicate colour-washed backgrounds, and art and design and history in Year 5 with the work of William Morris linking with a Victorian history project. There are no formal arrangements for assessing and recording art; however, it is reported upon satisfactorily in annual reports to parents. The subject is well led. The co-ordinator has excellent subject knowledge, a clear action plan for the subject, monitors the standards and the teaching and learning across the school and very effectively supports colleagues with their planning and teaching. Resources are good, well organised and accessible to pupils; the public library includes an extensive range of books supporting and promoting art; these are readily available for all pupils and teachers. The subject contributes successfully to the cultural development of pupils.

DESIGN AND TECHNOLOGY

96. There is insufficient evidence on which to make a secure judgement on the standards that pupils attain, or the quality of teaching.
97. In Years 1 and 2, pupils learn about the properties of different materials and how best to shape, assemble and join them. They also have the opportunity to develop their skills in making models out of construction kits and to make simple evaluations of the finished product. In a homework project, pupils in Year 2 have shown appropriate skills in designing and making a vehicle with moving parts that can carry a small weight. Older pupils are given the opportunity to develop their skills in using a wider range of materials and tools and to develop their ability in evaluating their work, as well as making modifications as it progresses. In Year 3, the pupils have investigated packaging to find out the kinds of materials that packages are made out of and what they are used for. In a Year 6 lesson on designing a pair of slippers, the pupils showed appropriate skill in making a working design, and had a satisfactory technological vocabulary to talk about the activity.
98. The curriculum is satisfactory, being linked to other subjects such as science and history. The role of the co-ordinator is underdeveloped and leadership is currently unsatisfactory, with monitoring and evaluation procedures not being rigorous enough and insufficient overall clarity of direction. Assessment procedures are not effective in enabling teachers to track pupils' progress and then set manageable targets for improvement.

GEOGRAPHY

99. During the inspection week, no geography lessons were seen, as the focus was history. On the basis of the very limited evidence seen in workbooks and displays, it was not possible to make a judgement on standards. Long-term planning is clear and is supported by the Qualification and Curriculum Authority scheme of work and the available evidence demonstrates the quality of teaching within the subject is satisfactory.
100. Continuous units of work take place to develop an understanding of different places: Barnaby Bear' at Key Stage 1 and 'Passport to the World' at Key Stage 2. These enable the pupils' first hand experiences of travel to support the understanding of other places. For instance, one pupil who had just returned from Australia was able to describe what the country was like. The Barnaby Bear interactive corridor display was lively, and detailed how Barnaby had visited such places as the Isle of Wight, Singapore and New Zealand. Pupils in Year 6 researched work on Europe. The work was detailed and carefully presented. At age 11 pupils showed they knew how pollution damaged the ozone layer as well as understanding what could be done to reduce this.
101. The coordinators are enthusiastic and knowledgeable about their subject and are providing satisfactory leadership. They assist teachers when advice is sought, but are not yet afforded time in which to monitor the consistency and quality of planning, teachers' marking and the quality of teaching and learning. Time allocation for the subject across the school is inconsistent. Assessment procedures are not yet established across the school.

HISTORY

102. Overall, pupils achieve standards expected nationally by the end of Year 2 and Year 6 and they enjoy historical activities. The well structured planning is based on the Qualifications and Curriculum Authority (QCA) Scheme of work. The quality of teaching and learning is satisfactory. History is well resourced and there are topic boxes with artefacts and documentation for all the topics studied. The public library set within the school campus is an excellent resource, with a wealth of information sources for further research and study and contributes positively to pupils' historical enquiry.
103. The younger pupils showed an interest in history as they looked at old toys to help their understanding of time. They were encouraged to examine a 68 year old doll, a well chosen historical artefact, and they noted how she differed from the dolls of today. The writing of pupils aged seven showed how they had studied the Great Fire of London and were able to put the main events of the story into chronological order. They had a good understanding of why the fire spread so rapidly and showed an awareness of how London changed as a result of the fire. They recorded their ideas in pictures and writing.
104. Pupils in Year 6 had found out about life in the Second World War from various sources of evidence such as books, talks and interviews with grandparents. They understood how times have changed. Pupils aged 11 were encouraged to make comparisons between their own way of life and the way of life just after the Second World War.
105. The coordinator has a very good knowledge of the subject and is keen to promote the teaching of history. She assists colleagues when advice is sought, but is not yet afforded time in which to monitor consistency of planning, teachers' marking and the quality of teaching and learning. Assessment procedures are not yet established across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. The attainment of pupils in Years 2 and 6 exceeds the national expectation in information and communication technology (ICT), particularly in word processing and data handling. Opportunities to take part in activities involving control and monitoring are limited, so the skills involved in these aspects, while satisfactory, are not as well developed. The provision for information and communication technology (ICT) is very good, with each classroom having an interactive smart board and the ratio of laptops being one between two pupils. This plays a significant part in the standards that pupils achieve.
107. The quality of teaching is good, with teachers planning their lessons well and showing secure subject knowledge when using the smart boards to demonstrate new techniques for pupils to use. In Years 1 and 2, there is good emphasis given to developing pupils' basic skills in the subject and they are taught that computers can be used to make words, pictures and to assemble text. Pupils learn how to change the type and size of text and to retrieve, process and display information. In a Year 1 lesson, the pupils showed confidence in using the computer to produce a piece of text on their favourite toys. Their attitudes to learning were positive, being well behaved and showing enjoyment in the activity. Teachers also use the smartboards effectively to demonstrate work in other subjects, as was seen in a numeracy lesson in Year 2 on teaching place value and the value of digits. Pupils in Year 2 can also use their ICT skills to enhance work in other subjects, as is evident in the way they have used the shape and flood-fill functions to create abstract paintings in the style of Henri Matisse and Paul Klee.
108. The pupils in Years 3 to 6 continue to receive direct teaching of basic skills in the subject. This was evident in a lesson for pupils in Year 3, which was linked to work in history on the Second World War, in which they were being taught how to combine text and graphics into a report. As a result of the teacher's clear explanation and demonstration, they were able to successfully manipulate the text and graphics in their design to achieve the desired effect. They were confident in their ability to resize the picture and to change font size, colour and style. Similarly, in a good lesson for pupils in Year 5, the teacher's expertise led them to make effective progress in their skills of entering formulae into a spreadsheet. Year 6 pupils showed good skills in logging onto the Internet, finding a web page and then importing pictures and text into their word document. Again,

the skills of the teacher in demonstrating these techniques had a positive impact on their learning. In all these lessons the pupils showed good concentration, stayed on task and had a good work rate. As for younger pupils, the teachers effectively use the smart boards to develop pupils' skills in other subjects. This was seen to good effect in a numeracy lesson for pupils in Year 6 by use of the smart board as an effective visual aid when teaching the pupils how to use a 180-degree protractor to take careful measurements.

109. The curriculum is enhanced by having the services of a technician from the secondary school on the campus. The teachers and the technician work effectively as a team, so that all pupils receive a high proportion of direct teaching. There are many opportunities for pupils to work collaboratively in pairs on the laptops and this makes a positive contribution to their personal and social development. Aspects of leadership within the subject are good but the absence of a structured monitoring role limiting the impact by the co-ordinator means that at this stage it remains unsatisfactory overall. Planning procedures are secure and enable teachers to set work that builds on previous learning. Arrangements for assessment are not effective in enabling the school to track pupils' attainment and progress and then set targets for improvement.

MUSIC

110. There is insufficient evidence on which to make a secure judgement on the standards that pupils attain, or the quality of teaching. In school assemblies, the pupils sang in an appropriate manner, with most of them responding well to music. In a Year 1 lesson, the pupils listened carefully to the music being played and were able to identify when only one singer was singing, rather than a few. Some volunteers showed appropriate control of their voice when singing solo for the rest of the class. In a good lesson in Year 6, the pupils had satisfactory knowledge and understanding of how lyrics can be organised and generated. They co-operated well in groups, listened respectfully to and appreciated the work of other pupils. Teachers from the Thurrock Music Service come into school to give tuition in brass, woodwind and keyboard. The curriculum is also enhanced by the involvement of a specialist teacher from the secondary school on the campus who works with pupils to develop their musical skills. Pupils are able to take part in the annual Thurrock Music Festival and also to entertain parents and members of the community in musical performances, such as at Christmas. The monitoring and evaluation role of the co-ordinator is underdeveloped, resulting in unsatisfactory leadership overall within the subject. Assessment procedures are not effective in tracking pupils' progress. The hall has poor acoustics and is not supportive of developing the pupils' singing skills.

PHYSICAL EDUCATION

111. During the course of the inspection, it was not possible to observe the full range of physical education. From the limited observations available, standards in games are broadly in line with national expectations in Year 6 as are standards in gymnastics in Year 2. In Year 2 in gymnastics, most pupils enjoy experimenting with movement. They are developing a good understanding of devising quite complex sequences involving such things as rapid travel, taking weight on different parts of the body, balancing, changing direction and changing height. They are beginning to work together in pairs and have some knowledge of improving a sequence. Many are comfortable to perform but they have limited skills in appraising each other's performances. Pupils' awareness of the quality of movement is less developed and they find it difficult to describe what would improve the overall quality. They are aware of basic health and safety issues. By Year 6 there is a wide range in ability. Most pupils are able to pass, trap and dribble with a large ball to a reasonable standard. They are learning skills related to evasion and tackling. Some of the boys demonstrate good and very good control and co-ordination, alertness to position and anticipation. Other pupils, mainly girls, have poor levels of co-ordination.
112. The quality of teaching and learning is satisfactory in Years 1 and 2 but unsatisfactory overall in Key Stage 2, where there is some variation, including unsatisfactory teaching at Year 4, and good teaching by a Sports Technician assisting with Year 6. Teachers ensure pupils are aware of health and safety issues and practice appropriate warm up and warm down activities, although in one unsatisfactory lesson the warm down was contrived as the pupils had done so little on a cold day outside. In the better lesson the teacher allowed the pupils enough time to work at the gymnastics activity for substantial periods; in the weak lesson nearly all the time was spent on organisational issues. The progress in gymnastics was supported by encouragement to watch examples of movements, with a focus, and then to refine their own practice. In a Year 4 games lesson no attempt was made to refine skills after pupils had demonstrated. In a Year 6 lesson, the expertise of the Sports Technician provided a strength in modelling techniques, engaging and encouraging the pupils and injecting a sense of fun. This balanced the more confrontational approach displayed by the teacher, in which there was an over-emphasis on control of behaviour in an intrusive fashion which slowed the pace of the lesson and tended to undermine the learning ethos. The pupils' learning is supported by the good resources, available from the secondary school, by access to specialist facilities and secondary specialist staff. It is hindered by the poor acoustics in the hall, and an overlong lesson, in which Year 2 pupils' concentration and interest waned after what had been an effective half-hour.
113. The school has adopted the Qualifications and Curriculum Authority's guidance for its scheme of work, and this year is able to offer the full National Curriculum in each Key Stage, including

swimming within Key Stage 2. However, time allocations from year to year are inconsistent and not in line with the school's declared curriculum map. Some class timetables indicate substantially longer for the subject than others. Years 2,3 and 5 indicate one and a half hours, contrary to the school's declared two hours. There is no formally agreed system for assessing and recording physical education. Annual reports to parents provide sufficient information on pupils' standards in the subject. An initial draft policy has been taken from the Internet, but has not been customised to reflect the aims and needs of the school. Leadership in the subject is shared between a teacher from each Key Stage who demonstrate very different styles and declared levels of confidence. Despite their best intentions co-ordination of the subject is currently unsatisfactory. The subject leaders have collected and examined colleagues' curriculum plans but acknowledge having no awareness of standards across the school. There is an outline subject action plan which identifies an audit of strengths and weaknesses in the subject in the spring term 2003; this is too long since the opening of the school. The plan also refers to the very good proposals to hold a Health and Fitness week in the summer term, involving a wide range of activities and specialist organisations. The plan makes no reference to how physical education should be assessed and recorded within the school. The subject benefits from being well resourced overall with good quality, well organised equipment and spacious marked tarmac areas although there is only limited outdoor grass for games. The facilities for gymnastics are no more than satisfactory, with a multipurpose hall with poor acoustics. The subject benefits from the close links with the secondary school on the campus in terms of access to specialist teaching, facilities and equipment. There is a good range of extra-curricular activities provided for pupils across all year groups with a strong physical education element, and the school is actively encouraging competitive sport by entering local competitions in its first year.

RELIGIOUS EDUCATION

114. The demands of the Essex Agreed Syllabus for religious education are not being met. By the time they are in Year 6, most pupils do not meet the standards expected. Most pupils do not show appropriate familiarity with the life of Jesus and find difficulty in giving examples of how Christian belief has changed someone's life. They do not have a secure knowledge and understanding of the main traditions and values of Christianity and also lack appropriate knowledge about the traditions of other major world faiths and why sacred texts are so important to different religions.
115. There is insufficient evidence on which to make a secure judgement on the quality of teaching but teachers are confused about how to use the Agreed Syllabus effectively. As a result, many of the pupils' learning experiences are of a secular nature and there are not enough opportunities for them to deepen their religious knowledge and understanding. The school is to review and amend provision, so as to gain a better balance of content within lessons.
116. In a Year 2 lesson, the pupils wrote a rule on the 'Torah' that they had made in the previous lesson. They discussed why the Torah was important to the Jewish people, but this was only at a superficial level and consequently there was a lack of depth to their understanding of this issue. In an unsatisfactory lesson in Year 4 on the journey of Mary and Joseph to Bethlehem, the low level challenge of activities and slow pace led to most pupils making little progress in their learning.
117. The curriculum is narrow and the Acts of Collective Worship are not enhancing the pupils' religious knowledge and understanding or their spiritual awareness. Pupils are provided with opportunities to talk about a variety of issues, such as the importance of caring for others and how to be a good friend. Members of the Church Community in Thurrock come into school to help provide pupils with an insight into the nature of religious experience. Leadership is unsatisfactory and the monitoring and evaluation role of the co-ordinator is weak. Assessment procedures are also unsatisfactory, with pupils' attainment and progress not being effectively measured and tracked. There is a satisfactory range of resources, including artefacts and reference books.