

INSPECTION REPORT

BADDOW HALL INFANT SCHOOL

Great Baddow, Chelmsford

LEA area: Essex

Unique reference number: 114898

Headteacher: Mrs Gill Marrion

Lead inspector: Mrs June Punnett

Dates of inspection: 17th –19th November 2003

Inspection number: 255400

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	161
School address:	New Road Great Baddow Chelmsford Essex
Postcode:	CM2 7QZ
Telephone number:	01245 471338
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Christine Shaw
Date of previous inspection:	5 th May 1998

CHARACTERISTICS OF THE SCHOOL

Baddow Hall Infant School caters for pupils from a variety of social backgrounds, aged between four and seven. It is situated on the eastern outskirts of Chelmsford. The new headteacher has been in post for one and half terms, and the new deputy for less than a term. Altogether there are 161 pupils on roll, organised into six classes. The school is smaller than other primary schools, and the percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils speaking English as an additional language is low. The percentage of pupils identified as having special educational needs for a variety of learning difficulties, including those with statements, is below the national average. This year, pupils' attainment on entry to the school is average, although it does vary from year to year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17826	June Punnett	Lead inspector	Science, art and design, music, Foundation Stage, English as an additional language
19798	Jane O'Keefe	Lay inspector	
23233	Jo Cheadle	Team inspector	English, physical education, religious education, special educational needs
30814	Liz Coley	Team inspector	Mathematics, history, geography, information and communication technology, design and technology

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13
OTHER SPECIFIED FEATURES	15
Community Provision	
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS.	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

Overall Evaluation

This is an effective school. Pupils achieve well because the quality of teaching is good. The school is a caring community where all the pupils are given the support they need to succeed. As a result, standards are above average by the end of Year 2. These strengths, alongside very good relationships with parents and the local community, and the better systems management has put in place to monitor the performance of the school, mean that this school provides good value for money.

The school's main strengths and weaknesses are

- Standards in reading, writing and mathematics are above average by the end of Year 2.
- Pupils' very good attitudes to work and the quality of relationships within the school promote a very good atmosphere in which to learn.
- The provision in the Foundation Stage (Reception classes) is a strength of the school.
- The headteacher leads the school well.
- Attendance is unsatisfactory.
- There is a lack of ICT resources, and this limits pupils' progress.
- Although good in English and mathematics, the procedures that help teachers to keep track of pupils' progress are not good enough in science.
- Governors are insufficiently involved in planning for the school's future.

The school has made good improvements since the last inspection in May 1998. There has been considerable improvement in the provision for the Foundation Stage children and this is leading to them receiving a better grounding in the key early learning skills. All the previous key issues have been dealt with well. The standards in reading, writing and mathematics have been maintained since the last inspection, even though children's attainment when they start school is now lower.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	A	B	C
writing	A*	A	A	B
mathematics	B	B	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' achievements are good. Children make good progress in the Reception classes because the teaching is consistently good. By the time they join Year 1, most of the children are on course to reach the expected standards in all areas of their learning, and many of the older children will exceed them. Pupils' achievements are good in Years 1 and 2. By the end of Year 2, standards are above average in reading, writing and mathematics. Standards in science are average, not as high as at the last inspection, but reflect the standards on entry for the current Year 2. Literacy and numeracy skills are well used across the curriculum. These standards are achieved owing to good leadership, good teaching and good provision for pupils who have special educational needs, which enables them to do equally well as other pupils. Pupils use computers well and skills are average by the end of Year 2.

Pupils' attitudes, behaviour and general approach to learning are very good. Their personal qualities, including their spiritual, moral, social and cultural development are fostered very well by the school's ethos and the curriculum. From the time they join the nursery, pupils of all ages are very interested in all the activities and want to do their best. In lessons, and around the school, pupils' behaviour is very good. The school provides lots of opportunities that develop pupils' social skills, and there is a strong emphasis on pupils learning about right and wrong. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The quality of teaching is good overall and promotes pupils' learning well. Examples of very good teaching were seen in the Foundation Stage, in Year 1 and Year 2. The curriculum is good and meets all statutory requirements. There is a wide selection of extra-curricular activities, which contribute well to pupils' development. The school cares for its pupils well. Good procedures are in place to assess pupils' progress in English and mathematics. In science, the procedures for keeping track of pupils' progress are unsatisfactory and in other subjects they are developing. The assessment and recording procedures in the Foundation Stage are very good. There are effective procedures in place for promoting good behaviour and ensuring pupils' welfare. The school's partnership with parents is very good, and links with the local community are good.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is satisfactory overall. The leadership of the headteacher is good, and the management of the school is satisfactory. The newly appointed headteacher is putting better management structures in place but it is too early to judge their impact on raising standards. Governors have a sound grasp of their responsibilities but they are not yet sufficiently involved in deciding the school's strategic direction. Finances are well managed and the principles of best value are applied when considering purchases. All statutory requirements are met. The monitoring of the school's performance is well planned and pupils' achievements are meticulously analysed. Realistic targets are set for improvement. The headteacher's monitoring of the quality of teaching and learning is sound and is beginning to have a positive impact on improving the quality of teaching.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Relationships between the school and parents are very good. Parents are very positive about this school. Parents made no significant criticisms of the school, although a small proportion would like more information about their children's progress. Pupils talked positively about the school to inspectors and clearly enjoy being there.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Quickly implement strategies in science and other subjects that help teachers keep track of pupils' progress; improve the consistency in marking work, and develop pupils' evaluations of their own work.
- Further improve resources and the accommodation, to enable teachers to fully implement the use of ICT across the curriculum.
- Develop the role of the governors in planning for the school's future.
- Improve attendance by continuing to emphasise to parents that absence for holidays has a detrimental effect on pupils' progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good**. By the end of Year 2, standards in reading, writing and mathematics are above average because pupils make good progress in their learning. There are variations in standards from year to year, depending on pupils' attainment when they join the school.

Main strengths and weaknesses

- Pupils achieve well in reading, writing and mathematics in relation to their prior attainment.
- Children in the Foundation Stage achieve well as a result of the good quality teaching and learning.
- Pupils who have special educational needs achieve well.
- Pupils attain above average standards in geography, religious education and art and design.
- Pupils do not achieve as well as they could in science as procedures to track their progress are not well established.

Commentary

1. Standards in subjects have been maintained since the last inspection in spite of staff changes and a decline in the levels of attainment on entry. When compared to all schools, standards achieved in the 2003 national tests were well above average in writing, and average in reading and mathematics. In science, teachers' assessments judged standards to be average. Standards of work seen in these subjects during the inspection were above the national average.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.0 (17.3)	15.7 (15.8)
writing	17.3 (16.4)	14.6 (14.4)
mathematics	17.0 (17.1)	16.3 (16.5)

There were 47 pupils in the year group. Figures in brackets are for the previous year

2. The trend in improvement of the school's National Curriculum test results for all subjects is below the national trend because the 2003 results were lower than in previous years, owing to the larger proportion of pupils who have special educational needs in that year group. When compared with similar schools, the results were average in reading and mathematics, and above average in writing. Pupils with special educational needs receive good support within their classrooms and this promotes their achievement. They make good progress overall.

3. The very few pupils who speak English as an additional language, in the Reception classes, are quickly assessed and within the nurturing environments of their classrooms make good progress. Higher attaining pupils achieve well as a result of the good start they receive to their education in the Reception classes. Pupils attain above average standards in geography, art and design and religious education as a result of the good quality teaching in these subjects. In literacy and numeracy assessment is well established but pupils make less progress in science than they could because there is a lack of satisfactory assessment procedures. Girls seem to achieve better than boys in all subjects, but there was no evidence that this is owing to differences in provision. Pupils from different ethnic groups achieve as well as others.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral, social and cultural awareness is developed well. Pupils clearly enjoy being at the school. They have **very good** attitudes to their work and behave well. Attendance is **unsatisfactory** because too many pupils go on family holidays during term time. The personal development of pupils is well supported.

Main strengths and weaknesses

- Very good attitudes shown by pupils.
- Pupils behave well in lessons and around the school.
- Attendance is unsatisfactory overall.
- Good provision for the spiritual moral, social and cultural development of pupils.

Commentary

4. Pupils are very enthusiastic about school and their work and very keen to learn. In lessons they concentrate very well, try their best and listen well to each other and teachers. Good behaviour is expected in lessons and most pupils respond very positively to this. Pupils treat each other with kindness and respect and no evidence was seen of oppressive behaviour between pupils. If bullying does occur the school deals with it promptly and effectively. There have been no exclusions. Pupils are friendly and courteous to visitors and speak confidently about their work. During play and lunchtimes pupils play and mix together well. Pupils work well together in small groups and pairs during lessons and share resources sensibly. Overall, the personal development of pupils is good. They are mature and thoughtful and, due to the positive ethos of the school, their moral and social development is good. They clearly understand the difference between right and wrong and take responsibility for their actions. Pupils are effectively encouraged to be appreciative of both their own and other cultures. Through assemblies and the religious education programme pupils' spiritual development is fostered well. Since the last inspection standards of behaviour have been maintained.

5. Pupil's attendance levels are below average compared to other schools nationally. This is not as good as at the time of the last inspection. This is mostly due to an unusually high number of pupils being withdrawn from school during term time for family holidays. Although the school emphasises the importance of regular attendance, the procedures are currently not very effective. Most pupils arrive punctually in the mornings and all lessons start on time.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** education for its pupils. Teaching and learning are good. In the lessons observed, the quality of teaching was satisfactory overall, but evidence from pupils' work last year and the progress pupils make over time shows that it is normally better than this. The curriculum is well planned and provides a good range of experiences both in lessons and for clubs and visits. Pupils who have special educational needs are supported well and make good progress. Pupils are cared for very well and the school has a good partnership with parents, other schools and the community.

Teaching and learning

Teaching and learning are **good** overall.

Main strengths and weaknesses

- Teachers generally manage pupils' learning well, encouraging and engaging them.
- The teaching of English and mathematics is good overall.
- The quality of teaching in the Foundation Stage is a strength of the school.
- Assessment procedures are good in English and mathematics and help pupils to achieve well.
- Assessment practices in science are unsatisfactory, and in other subjects are weak but developing.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	9(29%)	16(52%)	6(19%)	0(0 %)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Commentary

6. The teaching of English and mathematics is good overall, and the teaching of literacy and numeracy is good in all classes. The majority of teachers have a good knowledge of the subjects they teach and use this well to extend pupils' learning. Behaviour is managed well so pupils can listen and learn. Staff build pupils' self-esteem effectively so that they feel confident. Most pupils try hard with their work and this helps them to be successful in their learning.

7. Homework is used satisfactorily to support pupils' learning and to improve their work. The use of assessment in English and mathematics helps pupils to reach their potential because it enables teachers to know exactly what pupils can already do, and so set appropriately challenging work. The newly appointed co-ordinators are developing the use of assessment in science, which is currently unsatisfactory. In other subjects, the use of assessment is at the early stages of development. In the most successful lessons, planning takes full account of the varying needs of all pupils, the pace of the lessons is brisk and there is a 'busy buzz' of intellectual activity. Classroom assistants make a strong contribution to the quality of learning. Pupils with special educational needs are taught well and receive sensitive support from their classroom assistants. The quality of teaching for the very few pupils with English as an additional language is good and helps them to make good progress.

8. The quality of pupils' learning and progress reflects the quality of teaching and is good overall across the school. Strengths in learning include the enthusiasm with which pupils apply themselves to tasks, such as when a Year 2 class used 'components' to create circuits. In the majority of lessons, where pupils' behaviour is well managed, they have the opportunity to listen and learn.

9. Although teachers track pupils' progress across the school, pupils have too few opportunities to evaluate their own work. They are often unaware what they need to do in order to improve. Marking is inconsistent in Years 1 and 2.

10. Teaching in the Foundation Stage is good overall, with many very good lessons seen. This is a good improvement since the last inspection report. Teachers' knowledge and understanding of the Foundation Stage curriculum and how children learn are good. Children's learning reflects the teaching. There is a good balance between directed and self-chosen activities, and between structured and free play. The early stages of literacy and numeracy are well taught, and suitable for age. Children make good progress because of the consistently good quality of teaching, very good lesson planning, assessment and record keeping.

11. The overall improvement since the last inspection is good. Key improvements include the quality of provision for the Foundation Stage. The impact of this has been that children have a much better start to their education than before and are well prepared for Key Stage 1. The school has instigated a new medium-term planning format that gives more guidance to non-specialist teachers and reduces the amount of detail required for daily planning.

12. Pupils of all social and ability backgrounds are well integrated into the life of the school and achieve equally well. Staff give consistent messages about the school's behaviour and work expectations. Staff treat and value pupils as individuals. Many of the behaviour management systems are based on positive reinforcement of good behaviour, and these work well.

The curriculum

The school provides a **good** curriculum through a broad range of activities that meet pupils' needs effectively. Pupils' learning is enhanced by the enrichment of the curriculum through good provision of extra-curricular clubs and visitors who speak on a range of subjects. Overall, the quality and quantity of resources and accommodation are satisfactory. Improvement since the last inspection has been good.

Main strengths and weaknesses

- Accommodation in the Foundation Stage is good and resources are very good.
- Current ICT resources and accommodation do not enable teachers to fully implement the use of ICT across the curriculum.
- Good opportunities are offered to pupils to broaden their educational experiences through an enriched curriculum.
- The innovative 'Curriculum Bridges' programme gives effective preparation for the transfer of pupils into their junior school.

Commentary

13. The curriculum at Baddow Hall is broad and balanced and meets statutory requirements. There is good provision for those pupils with special educational needs and who speak English as an additional language, with teaching assistants giving good support both during the teacher directed part of the lesson and in the group work which follows on. This represents improved use of teaching assistants since the last inspection. A strength of the school is the planning of appropriate work for gifted and talented pupils, who are challenged well in most lessons. This is a school, where all pupils have equality of access and opportunity. It was not possible to observe any personal, social and health education lessons, but the school encourages pupils to bring healthy snacks to school, and, during a lunchtime conversation, pupils were clear about what food contributed to a healthy body and how important milk was for healthy bones. The provision is good. Subjects and areas of learning are often linked effectively. For example, in a writing lesson about snowy weather, links were made with geography and science as pupils revealed a good understanding of the reasons why climates are hot or cold and what happens to water when it is very cold.

14. A recent innovation has been the 'Curriculum Bridges' programme which has been developed between the infant and on-site junior school, in order to improve the transition between the two schools. For example, an English project has been devised which spans the transfer period, and a joint handwriting scheme has been agreed. The special educational needs co-ordinators from the

two schools meet termly to communicate about pupils' provision and progress. This helps to ensure that pupils are prepared effectively for their next stage of education. Many opportunities are offered to pupils to broaden their educational experiences beyond the normal school day. The extra-curricular programme includes choir, guitar, football, cricket, yoga, an art club, French club and gardening, and participation in these activities is good. Enrichment opportunities within the school day include visitors from Hearing Dogs for the Deaf, the fire service and West Ham United football club. Curriculum days are regularly arranged which focus on one area of the curriculum. Last year, an arts week was organised when pupils worked in mixed age groupings and produced some wonderfully artistic creations. All of these activities develop pupils' knowledge and understanding beyond the normal lessons and introduce them to many other experiences.

15. Sufficient staff with good qualifications and experience are available to teach the full curriculum. The accommodation is safe and attractive with many colourful displays of pupils' work, but the school library is small and as a result there are only non-fiction books available. Accommodation for the Foundation Stage is good with large classrooms and outdoor provision. There are insufficient ICT resources and accommodation to enable teachers to fully utilise the teaching of ICT across the curriculum. The school has clear plans to build an ICT suite and to extend the school's entrance area. Resources are at least adequate in all subjects, good in mathematics, religious education, art and music, and very good in the Foundation Stage which represents good improvement since the last inspection. The improved medium term planning, completed schemes of work, and the use of learning objectives which are linked to the National Curriculum and inform lesson planning, now meet the needs of all pupils.

Care, guidance and support

The school takes **good** care of its pupils and effectively ensures their general well-being. Children in the Foundation Stage are very well cared for. Overall, good procedures are in place for child protection and health and safety. Induction into the school is handled well.

Main strengths

- Staff know pupils well and have a very caring approach.
- There are good procedures for child protection and health and safety.
- Pupils receive good personal support.
- The school has good arrangements for the induction of new pupils.

Commentary

16. Staff have a very caring approach to the pupils and this ensures their general well-being. Effective procedures are in place to ensure health and safety with regular checks and risk assessments. Fire drills occur regularly and are carefully monitored. Good procedures are in place for dealing with child protection issues. A child protection policy is now fully in place and this follows local guidelines. The headteacher is the person designated to deal with any concerns and staff are aware of the necessary procedures to follow should they have concerns about a pupil's welfare. Pupils know who to see if feeling hurt or unwell and those pupils with health problems are handled sensitively with careful records kept. There are effective arrangements for ensuring that pupils get to know the school and that they are made welcome when they first arrive. As a result they settle quickly and happily into life at the school. The school provides good personal support for its pupils. Staff get to know pupils and their families well and carefully log any concerns they may have about a pupil's behaviour. There are very good relationships between staff and pupils and as a result they feel safe and supported at the school. Pupils play an active role in the school by deciding on and voting for their own behaviour rules and through their involvement with many fund raising events. In discussion with inspectors they spoke enthusiastically about their fund raising activities.

Partnership with parents, other schools and the community

The school has **very good** links with its parents. Parents are very appreciative of the school and support it in a number of ways. **Good** community links support the work of the school. The school links well with other schools in the area.

Main strengths

- Parents are happy with the education and care their children receive.
- Very good links have been forged with parents.
- Useful information on children's progress is provided.
- A strong Parent School Association (PSA) supports the school well.

Commentary

17. This aspect of the school's work has improved since the last inspection. Parents are very supportive of the school and happy with most aspects of its work. They receive good information on children's progress through regular meetings and annual reports. These reports, which are issued in the summer term, inform parents very effectively on how well their children are progressing and what they need to do next. Parents also receive useful information on what their children will be learning each term and good general information through well - presented newsletters, brochure and the governor's annual report. Parents are very supportive of both the school's work and their children's learning. The school strives to consult parents and regularly seeks their views. Parents are happy with the arrangements for dealing with any complaints.

18. The PSA is very active and well organised with frequent fund raising and social events arranged. These events are well supported by parents and the community and help to raise funds for extra resources for pupils as well as helping maintain the swimming pool on site.

19. Good links exist with the local community. Many visitors come into the school such as the fire service, police and a professional football team, and this enriches pupils' learning. The school is currently involved in the Safer Journeys to school initiative and plans to set up a 'walking bus' scheme to encourage more families to walk to school. Good use is made of the local area for educational visits. Although the Rector of the local church does visit the school for assemblies, some parents would value closer links with the church through, for instance, Christmas carol concerts. The school works well with the junior school on site and is an active member of a local cluster group of primary schools. These links provide effective support for the school's work and assist in the smooth transfer of pupils to their next stage of education. Good links have been forged with local colleges and a number of students visit the school for work experience and teaching practice.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **satisfactory**. The headteacher leads the school well and is ably supported by the new deputy head. Management systems and procedures are improving quickly and are currently satisfactory. Governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher has good team-building skills.
- The head and deputy are working effectively together to improve the school's performance.
- Subject leadership and management are increasingly successful.
- The benefits of action taken to improve aspects of the school's work are not monitored carefully enough by the governing body.
- The governors do not play an active enough part in planning for the school's future.

Commentary

20. The headteacher became substantive head two terms ago after being deputy head at the school for two terms and acting head for a term. This quick transition from deputy to head allowed little time for growing into new roles and responsibilities. However, the headteacher has adopted a calm and positive approach, leading the team with a clear direction. Her sensitivity to individual needs has ensured that staff feel respected and valued and a good team spirit has been maintained despite changes. She is supportive of colleagues, yet also able to talk about those areas where improvements must be made to improve pupils' achievements. As co-ordinator for special needs work at the school, she has a very clear understanding of pupils' needs and makes very appropriate arrangements for their support.

21. With appointment of the new deputy head, senior managers are now working well to develop strong management systems in order to sustain and improve good standards. The deputy brings useful previous experience. In the short time she has been at the school, the impact of her experience and skills is already evident in the improvement of assessment and the tracking of pupils' progress. Her teaching skills are also of high quality, enabling her to lead the team from the front.

22. The role of subject co-ordinators is developing well to meet the challenges of the identified areas for development in the school's clear improvement plan. There is now better focus on and understanding of pupils' achievements and most co-ordinators are working proactively to provide well for pupils of all abilities. When most effective, such as in English and mathematics, monitoring of standards, development of teaching and systematic curriculum planning has had a positive impact on the standards pupils' achieve in national tests.

23. The school manages its finances suitably and priority developments are supported with appropriately targeted funding. Financial planning for future years takes heed of possible reductions in income. New initiatives and projected spending are costed carefully with the help of a financial officer. Office staff are vigilant in keeping track of day to day funds and administrative tasks. However, the school pays less attention to calculating the value gained from spending to ensure that there is always a benefit to pupils' achievements. The current staffing structure is expensive to maintain and, in some aspects of the school's work, there is not always a sound assurance that standards are improving as a result of this expenditure. Monitoring of teaching and learning by the headteacher is currently satisfactory, but actually ensuring that targets for curriculum development are met is less thorough. Therefore, the school can not always be sure that its spending is effective.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	407,325	Balance from previous year	90,718
Total expenditure	442,336	Balance carried forward to the next	55,707
Expenditure per pupil	2747		

24. The governors support the school well and are reasonably knowledgeable about strengths in the standards achieved by pupils. They mostly understand where the school works successfully and share a common desire to improve further. They are less effective in planning strategically for the school's future, as their understanding of how and where the school needs to be better is not as good.

OTHER SPECIFIED FEATURES

Community provision

Provision is **good**.

Main strength

- Good links with the local community.

Commentary

25. Good links exist with the local community and these are supported by the many visitors that come into the school. The school is currently pursuing an initiative that involves road safety, which encourages pupils to walk to school as parking on the school site is restricted. Good use is made of the local area for educational visits. The Rector of the local church does visit the school for assemblies but some parents would value closer links with the church through, for instance, Christmas carol concerts. The school has developed good links with the on-site junior school and is an active member of a local cluster group of primary schools. These links provide effective support for the school's work and assist in the smooth transfer of pupils to their next stage of education. Good links have been forged with local colleges and a number of students visit the school for work experience and teaching practice.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good** and this is better than that found in the previous inspection. The quality of teaching, improved since the last inspection, is good overall. It is good or very good in every one of the six areas of learning, which are effectively linked together to reinforce concepts in children's minds. Children make good progress in their learning and achieve well.

There are 50 children in the Foundation Stage, of whom 17 are full-time. They are organised into two parallel classes. The children begin school in September and become full-time in the term of their fifth birthday. Most children have attended play-groups. It is likely that most children will achieve the expected standards in all areas of learning by the end of the Reception year. The full-time children are likely to exceed the expectations for their age.

The Foundation Stage co-ordinator provides a good role model for her colleague and for the class assistants. She has instituted a very appropriate curriculum for the under fives, and very good planning, assessment practices and recording procedures. These enable very good profiling of children's progress and sharp matching of challenges to their capabilities and previous learning. All staff are experienced and well qualified. They have a good knowledge and understanding of the needs of young children. Learning resources are very good and are well used by children and staff to provide many activities to further children's learning. Accommodation is good. The staff work very well together, planning, assessing and recording as a team, ensuring all children receive a well planned, safe, happy and appropriate start to their school life. Day to day liaison with parents is good and there are good induction procedures in place. Overall, provision in the Foundation Stage is a strength of the school.

Personal, social and emotional development

Provision is **good**.

Main strengths

- Children listen well and concentrate in lessons.
- Children work well as part of a group, and are beginning to form trusting relationships with others.
- Opportunities for children to initiate their own activities are good.

Commentary

26. Children make good progress in this area of development and achieve well, including those with special educational needs, and those who speak English as an additional language. The quality of teaching and learning is good. The children are likely to meet or exceed expectations, by the time they join Year 1. Although children have only been in school for a limited time, they show a developing confidence in trying new activities. All children concentrate on their lessons and activities well and sit quietly and listen to their teachers when required. This is especially noticeable when they are listening to a story. They also take their turn before talking or answering a question and most listen very attentively to their classmates without interruption. All children are beginning to form good, trusting relationships with adults and their peers. They are already able to work as part of a group or a whole class, taking turns, sharing fairly and beginning to understand the need for a code of good behaviour to enable them to work harmoniously. They understand the classroom rules and behave well. Children are given plenty of good opportunities to work and play together in small groups, and are beginning to develop independence by managing their own personal hygiene. Children are also provided with opportunities to initiate their own activities. Nearly all children put on their coats and deal with their own clothing needs for physical education sessions. They recognise their names when participating in 'free-choice' activities. All staff expect high standards of behaviour and this results in a quiet working atmosphere in all activity areas. The staff are good role models for the children's social development.

Communication, language and literacy

Provision in communication, language and literacy is **very good**.

Main strengths

- The very good quality of teaching in this area helps children to achieve very well.
- The cross-curricular links made by teachers ensure that children receive constant messages, for example about the letter sound of the day.

Commentary

27. Children make very good progress in this area of learning and achieve very well. By the time they join Year 1, it is likely that all children will meet, and many exceed the expected standards. All children listen attentively to stories. They listen well and can express their ideas confidently. Lessons are well targeted to the needs of individuals. For example, when practising writing the letter 'e', higher attaining children use dictionaries to find words with the initial sounds before drawing the relevant picture and writing the word. Children practise writing their names on their work at the end of sessions. Most children can identify some letter sounds, and these are constantly reinforced through a range of differing activities. For example, when exploring the letter 'e', snack time included chocolate eggs and staff emphasised the first letter of 'egg'. Spoken language is developing well, as staff use every available opportunity to encourage 'talk'. Role-play sessions are used well to help develop children's speaking skills. In reading, some children have begun to read simple books and are securely working within Level 1 of the National Curriculum, whilst others still explore print. Home/school reading diaries are used well. The quality of teaching and learning is very good and all staff encourage children to speak by asking questions, responding positively and giving encouragement to their answers. Children choose to 'write' letters to their friends in the writing corner and many are competent at writing their names.

Mathematical development

Provision in mathematical development is **good**.

Main strength

- Children achieve well in relation to their prior attainment because of the good quality of teaching and learning.

Commentary

28. In their mathematical development nearly all children, including those with special educational needs and those who speak English as an additional language, are on course to meet expectations when they join Year 1. Many will exceed the expected standards. Most count with confidence to ten and can recognise and use these numbers. Some children recognise larger numbers from registration periods and from their everyday life. Pupil participation in role play in the outside area, for example when undertaking the 'egg hunt', also helps them to count small numbers and this is actively encouraged. Most full-time children recognise and name two-dimensional shapes such as, squares, rectangles, triangles and circles. The links with other aspects of the curriculum are strong as children make box models of birds and other creatures from cubes, and make sequences on the computer screen using a variety of shapes. The quality of teaching and learning are good and children achieve well due to the organisation and management of mathematical sessions that give all children the opportunity to practise 'hands on' what they have learnt in whole class lessons. Learning resources are organised well to give children the opportunity to participate in various planned activities.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **good**.

Main strength

- Teaching and learning are good in both classes and enable children to achieve well.

Commentary

29. Almost all children, both full and part-time, will achieve the recommended targets by the time they join Year 1. All children are developing their scientific skills well, for example when exploring the ideas of pushing and pulling. There is a good link with literacy as children listen to the story of a thorn being pulled from Mog's paw. Children learn about other faiths and cultures, when they think about Sukkot, the Jewish harvest festival. They show a sound developing use of the control 'mouse' in their work on the computer, controlling and moving symbols into the appropriate place. The sand and water trays are used and enjoyed by all children to look closely at differences and change. They identify the different features of objects when used with sand and water, for example in their work on floating and sinking. The quality of teaching is good and children of all abilities make good progress in this area of learning. A wide selection of objects, materials and equipment is provided for children to use and handle in their everyday activities, including computers, to further their knowledge and understanding of their immediate locality and the world about them.

Physical development

Provision in physical development is **good**.

Main strength

- Teaching and learning in this area of learning are good and enable children to achieve well.

Commentary

30. Most children, including those with special educational needs, and those who speak English as an additional language, are on course to meet or exceed the recommended standards for their physical development by the time they join Year 1. When changing for their physical development lessons, most show good independence in undressing and dressing with little assistance needed from adult staff. Children show a good awareness of space, and a good ability to control their own bodies in hall sessions. They balance successfully on parts of their bodies but very few can co-ordinate sufficiently well to skip. Children who speak English as an additional language receive good support from the classroom assistant during hall sessions. Children are learning to handle tools, objects and construction materials safely in nearly all aspects of their school day. The manual dexterity of some pupils in using pencils, crayons, paint brushes and other colouring implements is less well developed. The quality of teaching and learning is good and full use is made of the available resources and materials. All staff teach, support and work with children in their use of apparatus, tools and equipment to help them gain confidence in using the space and equipment imaginatively and safely.

Creative development

Provision in creative development is **good**.

Main strengths

- Provision is good in both classes.
- Teaching and learning are good and enable children to achieve well.

Commentary

31. All children make good progress in developing their creative skills, including those with special educational needs, and those who speak English as an additional language, and most are likely to achieve the expected standards by the time they leave the Reception classes. This is due to good use of plentiful resources and opportunities for independent work, for example in use of play dough to create shapes in mathematics sessions. They all enjoy learning and singing new songs. Nearly all show the ability to use their imagination to initiate and use role-play in the play areas of their respective classrooms, and in the outside area. Opportunities for painting, drawing, cutting and sticking, and exploring different fabrics for modelling are always available. There are good examples of the children using painting to express their own ideas in the colourful displays of work in the classrooms and activity areas. The quality of teaching and learning is good and the many activities for this area of learning are well resourced and organised to ensure that children of all abilities have the opportunity to participate in creative work.

SUBJECTS IN KEY STAGES 1 AND 2

English

The provision for English is **good**.

Main strengths and weaknesses

- By Year 2, standards are above average and pupils achieve well.
- In some lessons, opportunities are missed to develop higher attaining pupils' writing skills.
- Pupils do well in national tests.
- Teaching is good.
- Leadership and management are good.

Commentary

32. In all aspects of English work, standards by the end of Year 2 are above average. This is similar to the last inspection. Pupils listen well and speak confidently. Their spoken contributions are clear, detailed and interesting. Higher attaining pupils use examples and references to exemplify what they talk about. All pupils use a wide range of words to ask and answer questions. When pupils speak, listeners are interested. Pupils have ample opportunity to contribute orally during lessons. They show their interest in work by the enthusiasm with which they speak. Reading is developed well because there is good emphasis on the effective use of phonic skills. Year 1 pupils thoroughly enjoyed phonic work that required them to change words with a *-sh-* blend to a new word. They showed their good phonic skills as they made *shop* into *ship* and then into *shin*. The session was pacy and good fun. Higher attaining pupils were specifically targeted to spell words with more complex phonic blends. They recognised how the letters would be joined in handwriting. Pupils are confident to sound out words and read unfamiliar text making use of a range of strategies. However, even though they can decipher words, their understanding of a complete text is sometimes not as good. For this reason, teachers are right to provide reading material of the same level while developing and consolidating comprehension skills. On occasions, parents do not understand the need to do this and want their child to have harder books that challenge their skills in breaking down words.

33. Handwriting skills are systematically developed from the reception class and this is an improvement since the last inspection. By the end of Year 2, most of the pupils are using a clear, joined style. Lower attaining pupils attempt joins and keep letters a similar size and regular shape. Standards in the content of pupils' writing have also improved, not only because presentation is better, but also because pupils are encouraged to write with added creativity and detailed explanation. There are good chances for pupils to write independently and at length. In a few lessons, time is wasted for the highest attaining pupils who are often ready and eager to start their work, but are kept waiting on the carpet while further explanations are given to other pupils. Opportunities are missed to develop their skills even further by allowing them to make a first draft, totally independently, and then focus on editing and redrafting skills. Pupils are quite capable of employing these more advanced literacy skills and this would promote even better achievement.

34. Since the last inspection pupils' results in national tests have been consistently much better than the national average. Although the 2003 results dipped slightly, they were still above average in reading and well above average in writing. Pupils achieve very well. These results showed very good achievement for the majority of pupils who took the tests, as the proportion who needed support for their special educational needs was much higher than in previous years. Pupils' needs were identified accurately and the school used very effective support strategies to ensure that they made the best progress possible. The subject co-ordinator clearly understands that assessment and tracking information must consistently be used in this way, not just when a year group has been identified as being less able than previous years. The school is appropriately focusing on this aspect of their work, and developments in English are positive. The co-ordinator leads the subject by the example of her own good teaching skills. She has an accurate knowledge of the strengths and weaknesses of the subject and very appropriate action is taken to deal with those areas that need improving. Good decisions have been made about the school's small library, which is now a source

for non-fiction books. Good quality storybooks are available for pupils, but the co-ordinator is aware that resources will need to be constantly increased to meet the needs of aspiring readers. Her leadership and management of the subject are good.

35. Teaching in the lessons seen was never less than good. Work samples and planning indicate clearly that this is the norm. Teachers have good subject knowledge and deliver lessons confidently. They make the work interesting for pupils and motivate them with personal examples and good reference to previous learning or experiences. In a few lessons, teachers talk for too long. This is not a major weakness, but there are times when pupils try desperately hard to pay good attention and sit still, when they have really had quite enough of listening.

Language and literacy across the curriculum

36. The development of pupils' literacy skills through other subjects is seen as a priority. Subject specific vocabulary is well taught. Pupils are encouraged to discuss their ideas thoroughly and listen to the contributions made by others. ICT is used to present work and pupils' writing skills are consolidated and improved through subjects such as religious education and history. Language and literacy across the curriculum is good.

MATHEMATICS

Provision in mathematics is **good**. Good progress has been made since the last inspection.

Main strengths and weaknesses

- Pupils achieve well and reach above average standards.
- Leadership of the subject is good and clearly focused on raising standards.
- The needs of all pupils are recognised and the teaching caters for them very well.
- ICT is not used enough to enhance the delivery of the mathematics curriculum.

Commentary

37. Results of the 2003 national tests at the end of Year 2 were above the national average and about the same as those gained by pupils in similar schools. Standards seen in lessons and in the sampling of work are above average, and pupils are achieving well. Pupils with special educational needs are achieving well through targeted support from both the class teacher and teaching assistants, and evidence was seen of gifted and talented pupils being appropriately challenged. For example, in a Year 2 lesson on totalling the amount spent on shopping, the higher attaining pupils made a quick start on their independent tasks, which enabled them to make good progress.

38. Overall, the quality of teaching and learning is good. Features of good teaching include the strong subject knowledge of the staff, which resulted in good questioning of the pupils; the organisation and pace of lessons, which challenged pupils' thinking; the support given to pupils, which ensured all pupils made good progress and the good relationships between staff and pupils. These good features, together with good behaviour and very good attitudes, contribute to good learning. Pupils are generally well motivated and focused on the task in hand. Resources are generally well used and pupils benefit from the practical nature of many lessons, but there were occasions where planning did not ensure that all pupils had access to the resources required. Lost opportunities to correct misunderstandings and so support individual learning were also seen during the inspection.

39. The subject benefits from good leadership and management. Although new in post, the mathematics co-ordinator has a clear vision for future improvements focused on raising standards. She supports staff with advice and guidance where necessary, by monitoring the standards of teaching and learning through observation and work sampling. Assessment procedures are in place, although fairly new, but weekly planning sheets allow for evaluation each day, which then informs future planning. The National Numeracy Strategy is followed, but an area that is less well developed is the use of ICT within mathematics lessons, and this features in the subject action plan.

40. Improvement since the last inspection has been good, with a scheme of work now in place along with planning documents, teaching assistants used more supportively within teacher-directed parts of lessons and assessment systems clear. Standards in mathematics have remained consistently above average.

Mathematics across the curriculum

41. Little evidence was found of mathematics across the curriculum, but in a Year 1 science lesson, pupils were recording data from sources of light and inputting those to create a block graph. In an ICT lesson with Year 1, pupils chose their favourite car colour and produced a pictogram thereby developing their mathematical skills and knowledge. Mathematics is used satisfactorily in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Assessment procedures are currently unsatisfactory, but improving.
- Good opportunities are afforded to higher attaining pupils.
- The use of ICT in science lessons is developing.

Commentary

42. Standards attained by the pupils in Year 2 are similar to those found in most other schools. They are not as high as at the time of the previous inspection in 1998, but reflect the abilities of the current groups of pupils. Most pupils, including those with special educational needs, make sound progress in lessons. An issue for the school in 1998 was to extend the learning opportunities for the higher attaining pupils. The school now does this well through teachers' lesson planning. Good evidence was seen of lessons matching the needs of pupils of most abilities. Although the school has dealt with the previous issue of providing an appropriate curriculum for the higher attaining pupils, other groups of pupils achieve satisfactorily in science. Teachers' assessed more pupils as reaching the higher Level 3 in 2003 than in 2002. There has been satisfactory improvement overall, since the last inspection.

43. By the end of Year 2, pupils' skills in investigative science are well developed. They plan experiments to find out whether substances will dissolve. They make predictions such as, 'My prediction is sugar will dissolve'; the observation concluded that, 'sugar did dissolve'. When exploring the properties of paper higher attaining pupils concluded that, 'I found out that kitchen roll was the most absorbent because it was very strong. We use kitchen roll for soaking up water we have spilt'. A majority of pupils are very responsive to suggestions by teachers and, as a result, they confidently make predictions based on their knowledge and evidence. Pupils learn to record their findings in a variety of ways, including using ICT to present their graph work, although this does not happen consistently. A good proportion of Year 2 pupils confidently recognise a fair test and draw conclusions from experimental results.

44. The quality of teaching and learning is good, and is similar to the last inspection. By the end of Year 2, pupils are well motivated as lively, enthusiastic teaching captures and holds their interest throughout. Pupils are less well motivated in Year 1 where the teaching is less dynamic. In the best lessons, the management of pupils is very good, and sharp questioning keeps pupils on task effectively. The content of lessons is pitched at challenging levels for pupils of most abilities. Pupils accept teachers' high expectations and respond with very good behaviour and neat presentation of their work. Key features of successful lessons are careful planning where the needs of the wide ability range in the class are considered, and the sharing of the purpose of the lesson with the pupils. All lessons are well organised with readily available resources. Teachers' knowledge and expertise are generally good. Although some use of ICT was seen in lessons, and was satisfactory, the co-ordinators recognise this as an area for further development.

45. The science curriculum is broad and balanced and meets requirements. The subject is satisfactorily managed by two new co-ordinators, who have a sound action plan in place. The co-ordinators have re-written the science policy. The school uses the Qualifications and Curriculum Authority's scheme of work. At the end of each term, the assessment of AT1 (investigating and experimenting) is recorded in booklets. However, there are no Level 3 booklets and this means that expectations are too low and unlikely to influence standards in science. A new assessment sheet for recording AT1 will be in use by January. Pupils do not yet have targets in their science books, although this is planned. Assessment is currently unsatisfactory as it is not yet under-pinning the teaching and learning, and some rather over-generous marking gives pupils few pointers about how to improve their work. Resources and accommodation are satisfactory. Curriculum enrichments include, the science day held last year, the gardening club, and science displays in classrooms and around the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision for ICT is **satisfactory**, as is improvement since the last inspection.

Main strengths and weaknesses

- Leadership and management are good with a clear development plan in place.
- Pupils work with enthusiasm and enjoyment.
- ICT resources are not sufficient to enable teachers to raise further the achievement of pupils.
- Accommodation is unsatisfactory for the delivery of ICT as a discrete subject and as support for learning in other subjects.

Commentary

46. By Year 2, standards in ICT are in line with national expectations, both in the lessons observed and in the small amount of work which was sampled or on display. Pupils' achievement is satisfactory, as was evidenced in a Year 2 lesson where pupils were introduced to the use of the line, shape and fill tools, imitating the artistic style of Mondrian through 'Colour Magic'. Because of the number of laptops available, pupils are required to share at least three or four to a computer. This means that when the teacher is demonstrating and asking pupils to follow, the pace of the lesson is slow while each pupil has a turn. Staff try to overcome this by giving a demonstration lesson to the whole class, and then allowing time during other lessons for each pupil to have an independent session on the computer, in order to practise the skills taught.

47. In the few lessons seen, the quality of teaching and learning was satisfactory overall. Teachers possess good subject knowledge and their demonstrations, together with clear instructions and explanations, contribute well to pupils' learning. Good support was offered to all pupils by teachers, teaching assistants and parent helpers. Pupils collaborated well on the whole, although, with large groups around each computer, it was easy for one person in some groups to occasionally dominate proceedings and prevent others from developing their skills to the same degree. Staff monitor this collaborative work as carefully as they can.

48. The quality of leadership and management are good. The subject co-ordinator is enthusiastic and supportive of other staff, monitoring the work of the pupils regularly. Curriculum plans have been written in line with the Essex small school scheme of work based on the Qualifications and Curriculum Authority's guidance. There is a clear development plan with action points for the future. The school is just beginning to use a commercial program for checking pupils' progress, but it is too early to evaluate its effect on teaching and learning. It is intended to develop a portfolio of work which can be used to celebrate the achievements of the pupils. The lack of an appropriate number of computers and suitable accommodation is holding up further development of this subject. Improvement since the last inspection has been satisfactory, with some improvement in hardware provision and an Internet facility now available for pupil research.

Information and communication technology across the curriculum

49. The use of information and communication technology across the curriculum is satisfactory, with a few displays featuring the subject around the school. In English, pupils had word processed their writing, and the Internet had been used for research in geography, where pupils learned about London, and in religious education, where a virtual tour of a synagogue had been recorded.

HUMANITIES

Only one lesson was seen in history and very little work was available for scrutiny, so it was not possible to make judgements about standards, pupils' achievement, or the quality of teaching and learning.

In the lesson observed, standards were in line with national expectations, and pupils' achievement was **satisfactory**. These Year 1 pupils described some of the characteristics of household objects from a long time ago and, by answering questions, were beginning to understand about the way of life at that time. The teacher passed round a collapsible shopping basket and pupils were asked to guess what it was. They connected this activity with a lesson earlier in the term about 'Granny's House', and made good observations as to why the basket was old. A very good range of resources was provided for the pupils to discuss, including an old fashioned purse containing pre-decimal money (one pupil was amazed it did not contain a credit card) and a packet of loose tea. Many pupils were interested in handling these artefacts, but those pupils with special educational needs found it difficult to concentrate and disturbed the flow of the lesson from time to time.

In geography, no lessons were seen, but pupils' work and discussion with them enable a secure judgement to be made about standards. Pupils' enthusiasm was clearly evident as they proudly produced booklets they had made about important buildings in London. A range of work was observed in books and through displays, which the pupils had produced earlier this term. From an analysis of this evidence, it is expected that pupils will attain above the standards expected nationally at the end of Year 2. The co-ordinator has a clear vision for the development of the subject and has identified key actions for this to take place. The Qualifications and Curriculum Authority scheme of work is the basis of planning for lessons.

Religious Education

The provision for religious education is **good**.

Main strengths

- Pupils achieve well and standards are above expectations.
- Pupils' personal, social and cultural development are encouraged effectively through work in religious education.
- The programme for religious education is broad and interesting.

Commentary

50. By the end of Year 2, pupils reach better standards than those expected by the agreed syllabus for religious education (RE). They study Judaism and Christianity and know the key features of both faiths, such as celebrations. They easily recall knowledge from previous lessons, so they quickly progress with new learning. They talk about why and how Jews and Christians celebrate, recognising similarities and differences. They use faith specific vocabulary when contributing to discussion. Their contributions are thoughtful and reveal their good understanding of celebrations such as Hanukkah, and why symbols such as the menorah are significant to Jewish people. They know why the sign of the cross is made on the baby's head at a Christening. RE work is used well to extend and practise pupils' literacy skills. For example, in one lesson, pupils in Year 2 followed a set of instructions to play a Hanukkah game and this consolidated their work on instruction writing in English lessons.

51. RE effectively adds to pupils' personal, social, and cultural development. When pupils study faiths, they begin to understand the way that people live. They recognise that worship and prayer are every day events for some people. Pupils are made aware that our country comprises many different faiths and that people can live together in harmony even though they have different beliefs. They explore the significance of special events in their lives, considering things and people that are precious to them. The agreed syllabus is used well to create lessons that are interesting. Teachers make effective use of a suitable range of resources to motivate pupils and promote good understanding. The subject is well led and appropriately managed to ensure good coverage of all the required aspects of the programme.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Lack of evidence means that no overall judgement can be made about provision in design and technology. One lesson was observed and a discussion was held with four Year 2 pupils about a project they had undertaken in designing, constructing and evaluating modes of transport. Only a few other samples of work were on display.

In the lesson observed, standards were above national expectations, and achievement was **very good**. Pupils were learning how to use tools safely in order to construct a roof for their model houses. They had already learned about different shapes such as rectangles, squares and prisms and, using their knowledge of detached and semidetached houses, discussed sensibly what was needed for their construction. During the lesson, most pupils measured and cut out a piece of card before folding it into the desired shape for the roof, and they cut up small strips of coloured paper to make the tiles. A few pupils needed some assistance with this activity. Generally, pupils made very good progress with measuring and cutting to a specific length, and developed a greater understanding that a fold is a hinge mechanism.

The discussion with Year 2 pupils focused on the task of making a vehicle with either rotating or fixed axles, and they brought their finished products with them. They discussed how they had planned the activity in design, the tools to be used, and the materials selected. They also gave examples of how they had evaluated their designs as the project progressed. For example, one pupil had originally wanted to make a stretch limousine, but found that too difficult in the early stages and so modified her design. At the end of the project, the pupils were asked to consider what they would change if they were to do the same activity again, and they made some sensible suggestions about changes in design and material.

In physical education, only one complete dance lesson and part of another dance session (both in Year 1) and parts of two gymnastic sessions (Year 2) were observed. Overall provision, standards and achievement in physical education are therefore impossible to judge. From the two gymnastic sessions, it was very clear that pupils' movement and creativity are better than would be expected. The strengths of their gymnastic work included, very well presented starting and finishing positions and creative use of hall apparatus. For example, pupils moved through the underneath sections of a bench, rather than just along the top of it, and they had a good understanding of creating a sequence using a range of different movements.

Teaching in both gymnastics sessions paid good attention to pupils refining their work for demonstration, and opportunities were given for them to perform in groups for the whole class. The dance sessions observed were both to taped, commercial programmes. In one lesson, the taped programme was used without interruption. Some pupils did not hear the presenter's instructions, so followed others around the hall without any aim or direction. The teacher spoke over the tape at times to praise individuals. The teaching assistant worked effectively with some pupils to help them follow the session and these pupils made the best progress. The value gained from a teacher being present in this session was minimal.

Art and Design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils achieve well because there is good provision for teaching art skills across the school.
- Very good quality displays around the school and in classrooms celebrate pupils' work.
- Resources are good.
- Assessment is not well used in the subject.

Commentary

52. The work seen was mainly in displays and in the one lesson observed in Year 2. Indications are that pupils attain standards that are above those found in most other schools. This is similar to the finding of the previous inspection. Pupils make large collages out of a tie-dye materials. They paint pictures of people in other lands, such as St. Lucia. In their science lessons, pupils use paint to create interesting posters to remind peers of the dangers of electricity. They make box models of houses and use an interesting range of materials to create pebble-dash, such as sand, lentils and split peas. During the summer term 2003 'arts week', pupils worked on a variety of projects, including making paper flowers out of tissue paper, clay tiles and undertaking a wide range of printing and tie-dye activities. Pupils in Year 2 identify similarities between drawings and photographs from pictures they took using the digital camera. Pupils are aware of the use of a viewfinder, 'to help you focus'. They use their imagination well to create a large picture around a small image; especially successful were the extended landscapes.

53. The quality of teaching and learning is good. Teachers' expectations are good, and work shows originality and imagination. Lessons are well planned and organised with clear teaching points communicated at the start, and effective support and guidance given on an individual basis once pupils are working independently. Each lesson builds effectively on pupils' previous learning and helps them to achieve well. The co-ordinator is aware that there is no consistent format for the systematic assessment and recording of pupils' developing skills. The provision for the teaching of skills has improved since the last inspection, especially in the use of collage, textiles and sculpture. The integration of literacy and ICT in art is good.

54. Leadership in art and design is good. This has resulted in the very good quality of display across the school being maintained since the last inspection. Currently there is no portfolio of levelled work to help less confident or new teachers. The accommodation is satisfactory, and resources are good. Displays are very good and enhance the environment for learning; much of the work is cross-curricular. The use of information and communication technology is good. The subject is enriched by the opportunity for pupils to join an after-school art club, and many pupils do.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Singing is good.
- Assessment is not used well enough to track pupils' progress.
- ICT is not used as well as it could be to support learning.

Commentary

55. By the end of Year 2, pupils attain the expected standards in music. Similar standards were seen in the school's last inspection. Pupils enjoy their music making, and their achievement is satisfactory. All pupils, including those with special educational needs, make sound progress in music.

56. In the two lessons seen, the quality of teaching and learning was good. The organisation of the curriculum results in pupils having sound opportunities to develop their musical skills. The pace of lessons is good. Teachers plan well and this results in good singing and appraising of music. Ways to assess pupils' progress in music are not fully utilised. Although a National Curriculum record sheet is completed at the end of every year there is no on-going assessment of pupils' progress in music. Pupils have listened to music from other countries, including Russia.

57. Younger pupils have a confident approach to performing all musical tasks. This builds well on their earlier musical experiences in the Foundation Stage. They sing well, showing good control of pitch, dynamics and rhythm. This is an improvement since the last inspection when singing 'lacked spirit'. Pupils nod or tap fingers to the rhythm of a song. They respond wholeheartedly to their music making. When Year 2 sing, they perform a 'voice warm-up' with much enthusiasm as they learn a new song. They have a sound knowledge of traditional music terms. Pupils record their contributions, although generally the use of ICT is under used in music. Occasionally opportunities are missed during assembly times to further pupils' knowledge of musical styles, and gain knowledge about the lives of famous composers.

58. The leadership of the subject is satisfactory. There is a clear policy and scheme of work. The subject action plan shows that the assessment of pupils' musical skills and knowledge is an area for development. The co-ordinator produces all harvest, summer and Christmas concerts for the school, and these are enjoyed by parents. The curriculum is enriched by a choir, who sing termly at a local home for the elderly. Pupils also have an opportunity to learn the guitar, although the teaching of recorders has fallen by the wayside since the last inspection. The sound standards have been maintained since the last inspection, and there has been satisfactory improvement since then. Resources are good, and the accommodation is satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION

No lessons were seen in this subject and no pupils' work was available for scrutiny, so it is not possible to make a judgement about standards, pupils' achievements or the quality of teaching and learning. The curriculum section of this report judges provision to be **good** overall.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).