

INSPECTION REPORT

CHURCHGATE CHURCH OF ENGLAND PRIMARY SCHOOL

Old Harlow

LEA area: Essex

Unique reference number: 115170

Headteacher: Mrs Linda Turnbull

Lead inspector: Mrs Jayne Clemence

Dates of inspection: 1 – 3 December 2003

Inspection number: 255817

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	179
School address:	Hobbs Cross Road Old Harlow Essex
Postcode:	CM17 OLB
Telephone number:	01279 866059
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Appropriate authority:	The Governing Body
Name of chair of governors	Mr Derek Fenney
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Churchgate Primary School is a Voluntary Aided Church of England school for pupils between the ages of five and eleven. Most pupils come from outside the immediate area. Children's attainment on entry is broadly average. The school is gaining a strong reputation for its provision for pupils with special educational needs, and the proportion of pupils with additional and more complex behavioural and learning difficulties is increasing steadily. Currently seven per cent of the pupils are identified as having some special educational needs and a very small minority has a Statement of Special Educational Needs. The proportion of pupils known to be eligible for free school meals is five per cent, though the school considers this figure is not an accurate representation, as many families choose not to claim their entitlement. These figures are much lower than those found nationally overall. The vast majority of pupils are from a white British heritage and a very few are from ethnic minority backgrounds. No pupils have English as an additional language. There is a significant minority of pupils who join and leave the school either at the end of Year 2, or who join the school in Years 3 to 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22629	Jayne Clemence	Lead inspector	Foundation Stage, music, personal, social, health education including citizenship (PSHE)
14756	John Lovell	Lay inspector	
27568	Muriel Davidson	Team inspector	English, art and design, geography, history, physical education
1224	Graham Todd	Team inspector	Mathematics, science, information and communication technology (ICT), design and technology, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Churchgate Primary School is a good school and has many strengths. The quality of teaching and learning is good overall, and pupils achieve well. The headteacher's good leadership ensures a sharp focus on raising standards further, and standards have improved steadily. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher has established a strong team and a very positive atmosphere for learning; pupils are keen to learn and do their best.
- The governing body is strong and dynamic, and very effective in holding the school to account.
- Very good provision for pupils with special educational needs means they achieve very well; the strong emphasis upon including all pupils means they are very well integrated into all activities.
- Children make a good start in the reception class and develop very positive work habits from an early age.
- The good teaching means that pupils achieve well overall; learning support assistants make a very effective contribution to the pupils' learning.
- Standards in science could be higher with more emphasis upon practical scientific enquiry.
- A minority of higher attainers do not always achieve consistently high standards, as they are not challenged systematically.

The school has responded methodically to the issues identified in the last report. The pupils' achievements have improved and there is now a greater proportion of good and very good teaching than previously reported. The leadership and management have also improved from satisfactory to good, with some very strong features; for example in the school's governance and in the leadership of ICT. There have been good improvements overall.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	D	A	B
Mathematics	D	D	A	C
Science	D	E	C	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good overall and pupils with special educational needs achieve very well in relation to their starting points. Children attain the goals they are expected to reach by the end of reception and many exceed these. Standards of the current Years 2 and 6 are average in English, mathematics and science. There is a higher proportion of pupils with special educational needs in the current Years 2 and 6 than in the previous years and this is the reason that standards are average rather than well above average as in the previous year's national test results in English and mathematics. Trends in standards in science have been relatively lower than those in English and mathematics, though they are improving. Standards in information and communication technology (ICT) are above average throughout the school due to the strong emphasis upon developing the pupils' ICT skills across the curriculum. Pupils achieve well in the use and application of their skills in literacy, numeracy and ICT due to the very effective emphasis on these skills in other subjects.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good overall. Pupils' attitudes and behaviour are good and their attendance is very good. Pupils show a very good level of maturity by the end of Year 6.

QUALITY OF EDUCATION

Teaching and learning are good overall in Years 1 to 6. In reception, teaching is very good and ensures that children make rapid gains in their learning in a short space of time. Teachers and learning support assistants make a very strong team and work seamlessly to support the pupils in their learning. Assessment procedures are good, and ensure that work is mostly well matched to the pupils' needs. Procedures for assessing children in reception are particularly rigorous and very systematic. Teaching is very good for pupils with special educational needs, and those pupils make very good gains in their learning as a result. Teaching in science is only satisfactory as teachers do not always place sufficient emphasis upon practical scientific enquiry. In a minority of teaching, higher attaining pupils are not always challenged rigorously enough in their learning.

The curriculum is broadened by a wide range of interesting additional activities. There are many very good links with the local and wider community that increase the pupils' opportunities and motivate them very well.

LEADERSHIP AND MANAGEMENT

There is good leadership that provides clear and purposeful direction to the school. The headteacher inspires pupils and staff alike to do their best. The deputy headteacher has strong and complementary skills and the team and subject leaders are effective. The governing body is very effective and manages to balance supporting the school and challenging its practice at the same time. Governors have a very clear idea of the school's relative strengths and weaknesses. The good management ensures policies and procedures are implemented consistently in day-to-day school life.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express a high degree of satisfaction about the school. They are particularly pleased that the headteacher is so approachable and accessible to them. Pupils say they like coming to school and enjoy learning. Inspectors agree with the parents' many positive views of the school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in science by placing greater emphasis upon practical scientific enquiry.
- Ensure that higher attaining pupils are challenged sufficiently in order to achieve consistently high standards across all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils **achieve well** overall. Standards are average by national comparison and improving. Children in reception and pupils with special educational needs achieve very well.

Main strengths and weaknesses

- Trends in standards are higher than those found nationally and there has been a steady improvement.
- Pupils achieve well in English, mathematics and ICT and make regular use of their literacy, numeracy and ICT skills in other subjects.
- Children in reception make rapid progress and learn very positive work habits from the start.
- Pupils with special educational needs achieve very well due to the highly effective and focused support.
- Although achievement in science is satisfactory, standards have not improved as rapidly as other subjects, as opportunities for practical scientific enquiries are less well developed.
- A small minority of higher attainers could achieve higher standards if challenged more rigorously.

Commentary

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

Standards in:	School results	National results
Reading	16.5 (16.7)	16.5 (15.8)
Writing	14.7 (15.5)	14.8 (14.4)
Mathematics	16.3 (16.5)	16.4 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.5 (26.2)	27.0 (27.0)
Mathematics	28.3 (26.4)	27.0 (26.7)
Science	29.0 (27.2)	28.8 (28.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year

1. Standards in the 2003 National Curriculum tests at the end of Year 6 were well above average in English and mathematics and average in science. Standards at the end of Year 2 were above average in reading and average in writing, mathematics and science. Year 2 pupils had a disruptive year due to staff illness and their rate of progress slowed during this period. The leadership of the school ensures a sharp focus on raising standards further.
2. In the current reception class, children are well on course to meet the expected goals in all areas of learning by the end of the year, and a significant minority are likely to exceed them, particularly in their personal, social and emotional development. Inspection evidence found standards in Year 2 to be above average in reading, and average in writing, mathematics and

science. In Year 6, standards were average in English, mathematics and science. Care should be taken in interpreting the results and standards by national comparison as pupils in both Years 2 and 6 had a relatively high proportion of pupils either with special educational needs, or those that had started at Churchgate Primary School well into their school life. The school is gaining a justifiably strong reputation for its special needs work and therefore more pupils are joining the school with below average attainment.

3. The school has placed much emphasis upon standards in the core subjects of English, mathematics, science and ICT. Pupils are achieving better now than at the time of the previous inspection when their progress in English and mathematics was judged as unsatisfactory and standards have improved. The curriculum is planned carefully to ensure that the pupils' literacy and mathematical skills are developed across other subjects and thereby reinforcing their learning more widely. Pupils are making good progress and achieving well in ICT as the subject is being developed so rigorously throughout the school. ICT is used as an integral part of many subjects and therefore pupils are using their ICT skills consistently. Their skills are being developed systematically as a result. Older pupils achieve satisfactorily rather than well in science. The teaching is satisfactory and not good, because there are not enough opportunities for practical scientific enquiries where the pupils themselves could be more fully involved in investigational tasks.
4. In subjects including art, geography, history and design and technology, standards were judged to be below average at the last inspection. This is no longer the case, and pupils are reaching at least average standards in all areas of the curriculum.
5. The school is able to demonstrate clearly the pupils' achievements, through maintaining systematic records of what they could do when they first started and by recording key milestones in their learning and achievements over time. The rigorous and systematic use of assessment ensures that teachers and senior staff track the pupil's learning and individual rates of progress. The good quality assessment procedures assist greatly towards ensuring that pupils are achieving what is realistic in relation to their starting points. Staff have a thorough knowledge of the pupils and this ensures an appropriate focus on raising standards further. However, in some instances, higher attaining pupils are not always challenged systematically and could learn more during the lessons and thus reach even higher standards.
6. Pupils with special educational needs achieve very well. Their needs are identified swiftly and targets drawn up that are known and understood by everyone. These targets are reflected systematically in day-to-day activities and work is matched closely to their individual needs. The support for them, either individually or in small groups, is very effective in helping them to make rapid gains in the key skills of literacy, numeracy, speaking and listening and coordination. This success has a strong impact on their confidence and self esteem that in turn enables them to take part more fully in whole class lessons.

Pupils' attitudes, values and other personal qualities

Pupils' good attitudes, good behaviour and good relationships make a good contribution to pupils' learning. Personal development, including provision for spiritual, moral, social and cultural development is good overall. Pupils' attendance and punctuality are good.

Main strengths and weaknesses

- The good support and very positive adult role models help develop pupils' personal development and promote a good understanding of the difference between right and wrong.
- The good relationships between pupils and between pupils and staff help to promote pupils' good attitudes and personal development.
- Pupils' contributions to the school community and its development are very good.
- The commitment with which pupils undertake responsibility and their understanding of their responsibility to the wider community within the school is good.

Commentary

7. Pupils' attitudes, values, behaviour and personal development are good overall. This reflects the maintenance of the high standards found at the time of the last inspection. Staff encourage and support the pupils to become mature and independent, helping them to achieve well and to develop as individuals who understand citizenship and can contribute to the school community.
8. Pupils are well behaved, polite, courteous and helpful and respond well to the supportive ethos of the school in which every member is valued for their individual contribution. There is a strong emphasis upon including all pupils and this in turn influences pupils' attitudes towards one another. There is a high degree of tolerance of individual differences as a result. Staff consistently reinforce high expectations and promote good behaviour. Pupils' behaviour in lessons and around the school is good overall. Any concerns are followed up quickly and effectively by staff and the oldest pupils, who have been trained as 'play leaders' and are able to befriend lonely pupils and mediate in the case of minor disputes.
9. Pupils listen well to each other and respect and value each other's ideas. Pupils co-operate well and, as they become older and more mature, they collaborate, sharing and valuing different ideas and approaches to the same issue. Pupils concentrate well on activities, particularly when the objectives are clear and the task is challenging.
10. Pupils' relationships with adults and each other are good and often very good. These have a positive impact on their learning and on their personal development. Pupils are happy and secure, and enjoy school life in an atmosphere where their self-esteem is promoted well and they learn to look for the positive in everyone. Pupils respond well to the help provided, and enjoy the praise of adults and their peers. Pupils of all ages mix well at playtime and lunchtime.
11. The provision for pupils' social development is very good. Children make rapid gains in developing personal and social skills when they start school in reception due to the strong emphasis on developing those skills. There are good opportunities for pupils to undertake tasks within the classroom and throughout the school. The school council very effectively involves pupils in all classes and the views of all pupils are sought. The oldest pupils are trained as 'play leaders' and 'graduate' to taking on an important role of realising their responsibilities to others and helping to regulate behaviour and attitudes. This makes an enormous contribution to pupils' self-esteem and maturity, enabling them to provide role models for younger pupils. In addition, extra-curricular activities and visits benefit pupils' social development and almost one half of all pupils participate in one or more extra-curricular activity. Pupils have a very good understanding of right and wrong which is promoted consistently throughout the school, and pupils benefit from the very good role models set by the adults in school. All pupils are very aware of the high expectations of staff and the school rules, which promote an orderly and caring community. This is borne out by the views of parents. Pupils develop a very good understanding of the needs of others through visiting speakers and activities to support charities. Pupils are encouraged to be honest, trustworthy, and courteous, respecting other people's feelings, values and beliefs and this is exemplified through the attitudes displayed at lunchtime, in circle time and when pupils contribute to the "vox-pop" surveys which involve groups of pupils that represent all age groups.
12. The curriculum promotes a good understanding of western culture in subjects such as history, art, music, and English. Pupils' understanding of different cultures is promoted in religious education when they learn about the major world faiths. Their understanding of spirituality is good and enhanced by wonder and awe and reflection, for example through assemblies, considering what each one of us can bring to society, by likening ourselves to fully charged batteries with power that can be used for good. Pupils are well prepared for living in a culturally diverse society and show considerable tolerance for one another regardless of individual differences.

13. Attendance is very good. Most parents ensure that their children attend school regularly and arrive punctually. Attendance levels remain similar to those found at the time of the last inspection. Registration practice and routines are well established and provide a good start to the day by reinforcing relationships and settling pupils in preparation for their work. Unexplained absences are efficiently followed up. The practice of taking family holidays in term time is monitored closely.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4%
National data	5.4%

Unauthorised absence	
School data	0.3%
National data	0.4%

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Asian or Asian British – Indian
No ethnic group recorded

No of pupils on roll
172
1
2
1
1
2

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
1	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides good quality education for its pupils. The good teaching has a direct and positive impact on pupils' learning. The curriculum is good and the school is effective in its care and guidance for pupils. There is a good partnership with parents.

Teaching and learning

Teaching is good overall and as a result, pupils learn effectively and achieve well over time. Teaching and learning are very effective in reception and good throughout the rest of the school. Assessment procedures are good overall and very good in reception.

Main strengths and weaknesses

- Good teaching in English, mathematics and ICT ensures that pupils learn effectively and achieve well in those subjects.
- Very good teaching and assessment in the reception class provides children with a very positive start to school life; they learn very good work habits from an early age.
- The good assessment procedures in Years 1 to 6 ensure work is mostly well matched to pupils' needs.
- Very good teaching for pupils with special educational needs enables them to learn and achieve very well.
- Learning support assistants make a very effective contribution to the pupils' learning.

- Teachers' planning could be more precise in identifying provision for higher attainers; a minority of teaching is not sufficiently challenging for pupils' wide ranging needs.
- Teaching in science lacks sufficient emphasis on practical scientific enquiry.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (19%)	19 (61%)	5 (16%)	1 (3%)	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.

- The quality of teaching and learning has improved since the previous inspection when it was judged as satisfactory overall. The amount of good and very good teaching has increased, as the leadership's systematic approach to monitoring teaching and learning has ensured continued improvement in the teachers' professional practice.
- The very good teaching in reception means that children have a very secure start to school life and develop very positive attitudes to learning from an early age. The teacher and learning support assistant make a strong team and work seamlessly together whereby time is used most effectively to support and challenge the children. The teacher and learning support assistant have rigorous and very effective assessment for the children that enables them to track their progress closely and match work very precisely to individual needs.
- In Years 1 to 6 the good teaching in English, mathematics and ICT enables pupils' to develop skills effectively in other subjects across the curriculum. Good teaching observed in English was characterised by clear planning and good use of assessment to match work closely to the pupils' specific and individual needs. Pupils were challenged and questioned rigorously, and lessons ended by summarising the learning efficiently.
- There were very good examples where pupils were encouraged successfully to use their literacy skills in practical every day situations. In the school council for example, the agendas are written by pupils using their ICT skills, and minutes of previous meetings circulated, thus requiring pupils to use and improve their reading skills. This opportunity also required pupils to listen carefully to one another and convey their own ideas, whilst at the same time representing the views of others in a succinct and persuasive manner.
- The good teaching in mathematics uses many effective and practical strategies to teach mathematical concepts. ICT is a very well integrated part of the subject and sessions to sharpen the pupils' mental mathematical skills are brisk and focused. The regular use of the interactive white board throughout the school helped pupils to visualise the concept of fractions, whilst being able to show their answers immediately on the screen. Teachers' thorough knowledge of the pupils' previous learning ensured that work was well matched to their learning needs.
- Teaching is good overall in ICT as teachers and support staff are knowledgeable and confident in the use and application of the subject in other areas of the curriculum, thus reinforcing the pupils' ICT skills throughout the school day. In an example of good ICT teaching linked to historical enquiry, pupils were able to format images of Ancient Egypt, add their own text, developing good skills to control the mouse to resize images and add captions. There were numerous examples where ICT was also being used successfully in other subjects.
- The good assessment procedures are understood and implemented systematically by all staff, thus ensuring a consistent approach to collecting and passing on information to one another

about the pupils' achievements and progress. The procedures for assessing and monitoring pupils' academic progress are good. The assessment policy is understood and adhered to by all staff. Teachers ensure that there are clear learning objectives for each lesson. National guidelines are used effectively to identify each pupil's level of attainment. The school targets set in English and mathematics are appropriate, although inspection evidence showed that the planning and learning targets set for a few higher attaining pupils could be more challenging.

21. The identification and assessment procedures for pupils with special educational needs are very good. Their individual education plans are of a high quality. These are reviewed on a regular basis and parents and pupils are fully involved in this process. The plans have very clear targets and these provide key information and data against which progress can be measured. The pupils are carefully monitored and the assessment records and tracking by the special educational needs co-ordinator indicate that the majority are making very good progress. Records are extremely thorough and very well kept.
22. Pupils are involved usefully in their own assessment and know their targets, often having a keen desire to surpass their personal best. The quality of teaching is very good for pupils with special educational needs. Their individual targets are clear and precise, and learning support assistants understand clearly what they are to do in order to support the pupils further. Learning support assistants are a very strong team and take responsibility willingly.
23. In a few examples, teachers' planning for higher attainers is not sufficiently precise and it is not clear how their learning will be extended beyond the core skills being taught during the lesson. The school has rightly identified this aspect as an area for further improvement. The teaching in science, whilst satisfactory overall, has scope for including more opportunities for pupils to follow practical investigations whereby they can conduct their own enquiries as opposed to watching the teacher carry out the work.
24. Teachers and learning support staff make a strong and united team, whereby their efforts and energies are used most productively to the overall benefit of the pupils and their learning.

The curriculum

The curriculum is good, broad and well balanced, and caters well for the pupils' interests. The accommodation and resources provided for pupils are satisfactory.

Main strengths and weaknesses

- Every member of the school community is valued highly and every effort is made to include all pupils in the activities of school.
- The curriculum is enriched well by a good range of extra-curricular clubs, visits and activities.
- The provision for pupils with special educational needs is very good.
- Support staff contribute significantly to the quality of the curriculum in the school.
- The provision for personal, social and health education is very good.
- There are good levels of innovation in the curriculum, especially in English, personal, social and health education and information and communication technology.

Commentary

25. The curriculum is broad and well balanced. In this area significant improvement has been made since the last inspection. The requirements of the National Literacy and Numeracy Strategies are well established and all other subjects follow closely teaching units recommended by the government. The good quality of leadership and the co-operative approach to planning ensure that all subjects have suitable time allocated to them and the learning is linked between subjects to increase the relevance for pupils' learning. As a result of this, skills in ICT, for example, are used extensively in literacy, history, geography, and projects in art and design interpret themes from many subjects, notably history. Teachers understand the need to review

the curriculum regularly and make suitable adaptations. Particular innovations linked to reading and spelling and the quality of presentation of work are beginning to have a significant effect on standards in English.

26. The curriculum makes effective links with the pupils' personal, social and health education. These include developing a "healthy school" life-style and a thriving school council which consults regularly with all of the school community through the "vox pop". Initiatives to revitalise the playground include games like skipping and a brightly painted fence as well as successful training for pupil play-leaders. Good links are established through this project to the local community. This provision reflects and consolidates the school's ethos. All pupils and adults are valued highly and every attempt is made to ensure that individual needs are considered and supported very well.
27. All classroom assistants make a significant contribution to the curriculum and the pupils' learning and care. They are well trained and take on significant responsibility for supporting and teaching small groups. The achievement of pupils with whom they work is very good. They contribute effectively to planning and make suitable assessments of progress. The new reading programme is supported and monitored by one of this group as is the successful training for play leaders and the "early-birds" initiative for developing physical co-ordination. The well qualified special educational needs co-ordinator is also from this group. This is a particularly effective and highly valued team. The quality of mutual respect and co-operative working between class teachers and assistants is very high.
28. All teachers provide extra-curricular activities which range from practise with games teams to dance, computer clubs to art. Many pupils attend from all ages in the school. Older pupils have regular opportunities to be engaged in competitive sports and their achievements are celebrated. The oldest pupils also have good experiences during their residential excursions to participate in more adventurous activities like abseiling, climbing and orienteering. Exciting visits are carefully planned to support learning especially in history when older pupils experience being in a Victorian classroom and visits are made to Colchester and a Celtic camp. Visits to London include appreciation of art at the Tate Gallery and National Portrait Gallery. Visitors also come into school to present puppet theatre productions which contribute well to pupils' involvement in other cultures and awareness of world-wide needs and charities.

Example of outstanding practice

The excellent "early bird" club, whereby pupils arrive early on specific days is making a huge impact on their achievements. Pupils with particular challenges in their physical co-ordination are helped to develop and refine those skills further. They arrive with great excitement and anticipation and begin with very effective warm up exercises to improve their balance. The activities are designed carefully and individually, as pupils move swiftly from whole body movements to finer activities such as threading, and bursting bubble wrap. This simple task is both purposeful and rewarding for pupils and is having a very positive impact in strengthening their thumb and finger grip, that impacts directly on the control of a pencil and thus on the quality of their handwriting. The teacher's infectious enthusiasm ensures that pupils thoroughly enjoy the lessons, whilst making great strides in areas of weakness that potentially hinder their achievements in lessons. There is direct evidence to show such improvements. These strategies are proving particularly effective for pupils with physical co-ordination problems and special needs that include dyspraxia.

29. The curriculum is well organised and designed to develop the pupils' skills systematically. There are many useful links between subjects that help pupils make sense of their knowledge, and transfer skills from one area to another in a relevant and meaningful way. The headteacher's leadership, alongside good management of subjects by many of the subject leaders has also contributed to the good quality links across the curriculum. The curriculum is designed to include all pupils fully regardless of their individual differences or backgrounds.

Care, guidance and support

The care, guidance and support for pupils are good overall. The school has very good procedures for seeking and taking account of pupils' views. There are good procedures for monitoring the pupils' personal development and academic achievements.

Main strengths and weaknesses

- Good induction arrangements, which build on very good links with the pre-school playgroup.
- The good relationships that exist between pupils and staff, and pupils' very high level of confidence that they can readily approach staff for support and guidance.
- The very good arrangements to seek pupils' views and to take them into account.
- Very good arrangements for the provision of first aid.
- A very small minority of parents do not respond to the school's reasonable requests to consider safety when bringing their children to school by car.

Commentary

30. Since the last inspection, the school has continued to provide a high level of care, guidance and support for pupils. Parents express a high level of satisfaction with the induction arrangements. Very good links with the pre-school playgroup help pupils to settle into the routines of school and learning and seek to support parents in becoming involved in their child's learning. These arrangements also start the work of developing good and trusting relationships between pupils and staff which give all pupils the confidence to seek support and guidance when they have concerns about their work, or want to talk about a personal matter. This is reflected in the very positive views, expressed by pupils and parents, of adults working in the school, their willingness to listen and their fairness. Teachers and learning support staff monitor pupils' personal and academic development well. Teaching and support staff, provide well-informed support to pupils through their good knowledge of them as individuals.
31. The school has very good procedures for ascertaining pupils' views and involving them in considering how the school can be improved for the benefit of the whole community. This process is underpinned by the school council which includes elected representatives from each class and the "vox-pop" discussion groups in which all pupils participate. Teachers place significant importance on hearing the pupils' views, showing them courtesy and respect.
32. The school's procedures for ensuring the safety and well-being of pupils are good. First aid provision is very good and most staff are qualified to provide assistance in the event of an emergency. Safe practice is promoted in lessons and the school has an appropriate health and safety policy, supported by the Essex Education Authority's generic risk assessments.
33. The school has been concerned about safety issues arising from inconsiderate and sometimes dangerous parking by parents outside the school entrance and the use of the entrance, within the school grounds, to drop off pupils and turn cars around. The school has sought a solution by seeking the co-operation of all parents and highlighting that this practice has involved pupils in accidents. The significant majority of parents are very supportive of the school's requests for greater consideration. However, a minority continue to disregard notices and regular items in newsletters, putting all pupils and parents at risk.

Partnership with parents, other schools and the community

The partnership between school, parents, local schools and the community is good overall.

Main strengths and weaknesses

- The school's partnership with parents makes a positive contribution to pupils' learning.

- The committee of the Friends of Churchgate works hard to support the work of the school.
- The headteacher and staff are readily available to address any concerns or answer questions which parents might have about their child's progress.
- The very high quality and comprehensive, current, content of the school website enables regular updates to be circulated widely about school life and events.
- Very good links with the community provide good learning opportunities for pupils and good support for their personal and social development.
- Reports to parents about their children's progress are not consistent in style and lack clear information about what their children need to learn next.

Commentary

34. The school has maintained a good partnership with parents since the last inspection and this benefits pupils' learning through the effective involvement of parents. The headteacher plays a key role in developing positive relationships with parents, and many speak highly of her approachability, for example at the beginning of the school day.
35. The information provided to parents is good overall. Weekly newsletters provide useful information about events, fixtures and celebrations. Reports clearly show the good knowledge that teachers have of pupils as individuals, and inform parents about the work that pupils have completed, but are not always consistent in their style and content. Most reports contain good elements, but they sometimes fail to provide parents with clear targets or guidance as to what their children need to do to progress to the next stage of their learning. However, the very good accessibility of teachers and the very good use which is made of the school's website make a very positive contribution to the information provided to parents about pupils' achievements and the life and work of the school.
36. The Friends of Churchgate (FoC) is run by a small but hardworking committee that successfully raises large sums of money to support the work of the school and provide additional resources. Through events such as a Christmas Fair, the FoC has bought an interactive whiteboard and subsidised a pantomime production at the school, benefiting pupils' learning and providing good opportunities for their personal and social development. The work of the FoC is appreciated by staff and benefits pupils well.
37. There are very good links with the community and a good range of visits and visitors that provide good enrichment of the curriculum and support pupils' personal and social development, as well as widening their experiences and giving them opportunities to learn about the needs of others. For example, a pharmaceuticals company supports work in science, national charities such as the NSPCC help pupils to understand the needs of those less fortunate than themselves and each week a local resident provides practical support for an art class. Police and emergency services support personal development. The local vicar provides spiritual support, takes assemblies and contributes to RE lessons together with members of other faiths who, for example, have given pupils an understanding of Jewish and Hindu wedding ceremonies.
38. Links with other schools are good overall and the links with secondary schools appropriately support the transfer of pupils at the age of eleven by providing opportunities to visit and gain an understanding of what secondary schooling will be like.

LEADERSHIP AND MANAGEMENT

The school has good leadership and management, ensuring clear direction and purpose. Management of the school is efficient and effective. The headteacher's leadership is good and there is a clear vision for the school and its future direction, with high expectations for continued improvement. The deputy headteacher has strong and complementary skills to those of the headteacher, and together with other senior teachers make a strong management team. The governing body is led very ably and governors hold the school to account for its work rigorously.

Main strengths and weaknesses

- The headteacher has established strong and effective teams across the school; staff are a united and supportive group working cohesively to the overall benefit of the pupils.
- The senior management team are deployed efficiently and subject leaders have a clear understanding of the priorities for further improvement.
- Governors have broad and relevant expertise that assists the school; they both challenge and support its work very effectively.
- There is a very strong emphasis upon developing staff's professional skills; the workforce is skilled and eager to broaden their expertise to benefit the pupils.
- The management of special educational needs is very good and pupils are very well supported as a result.
- The very strong leadership of ICT has made a huge impact on pupils' ICT skills; the provision has gone from strength to strength.

Commentary

39. The headteacher provides inspiration and motivation for staff, parents and pupils alike in striving for further improvement. There is a strong and united team of people who work coherently to the overall benefit of the pupils, and everyone's efforts are valued. The curriculum is led effectively and subject leaders understand clearly what they must do to improve their areas further. Senior staff with team leadership responsibilities meet regularly, and there is a smooth flow of relevant information about the pupils. Policies are implemented swiftly and there is much consistency in their application as a result. These strengths have helped develop a very positive atmosphere for learning where all pupils are fully included. The school's strong Christian ethos and principles are reflected in all its work.
40. The learning support assistants (LSAs) are an example of another very strong team, established and developed further through the headteacher's good leadership. LSAs have regular and systematic opportunities to develop and extend their professional skills further. As a result, they are thoroughly well motivated and very willing to take initiative. They show great pride and enthusiasm for their work. Individual LSAs have offered new ideas that have been welcomed and implemented with great success; for example the play leaders' initiative and the school council. These examples have acted as an encouragement for others as there is a well established atmosphere of welcoming new ideas and testing them out together.
41. The governing body is very involved in shaping the school's direction. They are able to reflect comprehensively on the school's strengths and areas for further development. The chair of governors leads most efficiently, ensuring that meetings have a sharp and focused agenda. There is a high level of commitment amongst governors. Their skills are used strategically and committees have clear terms of reference for the purposes of making decisions. This in turn reduces the amount of bureaucracy and unnecessary repetition at full governors' meetings. Governors visit the school regularly with individual areas of focus. They report back to other governors on their findings, and probe more rigorously as they have first hand evidence themselves.
42. The management of special needs by a very experienced learning support assistant is an example of the headteacher's skills in developing staff's professional expertise. The leadership of special educational needs ensures that all pupils are included regardless of their individual differences or backgrounds. The school is gaining a very positive reputation for this area and pupils are being referred with complex and challenging needs, including behavioural difficulties, with some excellent results. Parents are fully included in identifying targets for their children and individual education plans are kept up to date and revised regularly. The administration and management is very efficient and staff have great confidence in identifying pupils, formulating a plan and ensuring the plan is reflected in day-to-day provision for those pupils with special

educational needs. There are many resources made by staff for the pupil's individual needs that are high quality and well used.

43. The deputy headteacher has made a strong contribution in leadership of ICT. The subject has forged ahead in ensuring that pupils' skills are developed systematically across many other subjects and in helping staff feel confident in using new technology and resources. The regular ICT training sessions after school are well attended and many staff are confident in the use and application of ICT in their classrooms. This approach reflects the warmth and consideration shown by senior managers towards other staff in their work. It is a strategy that draws the best from staff, whilst at the same time, having a very positive impact on the pupils' achievements in the subject.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	503592
Total expenditure	485262
Expenditure per pupil	2813

Balances (£)	
Balance from previous year	31801
Balance carried forward to the next	30872

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children start school in reception with average attainment overall, and by the time they leave, many achieve well because of the good teaching. Children meet and regularly exceed their learning goals. The provision is led very effectively, and the teacher and learning support assistant make a very strong team. The assessment strategies are particularly rigorous, as detailed observations are made of the children during and after activities. This provides a wealth of useful information and benchmarks indicating children's progress and informs directly the future plans and strategies. As a result, higher attaining children have work that is challenging and, where necessary, some other children have work carefully modified for their individual needs. The strengths identified at the time of the previous inspection have been maintained and developed further.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children are encouraged from an early age to take responsibility, work together and understand the impact of their behaviour on others.
- There are many opportunities for children to express their ideas and feelings.
- The atmosphere for learning means that everyone is valued and children's self-esteem grows visibly.

Commentary

44. Children arrive eagerly and they are interested and keen to learn. The excellent relationships between children and with adults means they are confident to have a go, try new activities and they are not afraid to make mistakes. They join in quickly as part of a group and realise the importance of considering the needs of others as well as their own. Many children are able to listen for a sustained period of time as the teacher ensures that the lessons are interesting, motivating and well matched to their interest.
45. In a lesson for personal, social and emotional development, the very good use of a puppet captured the children's imagination and enabled them to express their own emotions. The teacher's sensitivity ensured that children had the option of sharing with everyone what helps them personally to have a good night's sleep, or alternatively to whisper into the ear of a soft toy. Children identified a range of ways that help them sleep, the conversation was developed very skilfully and children were able to understand how others might be comforted and helped to sleep well.
46. The atmosphere is overwhelmingly positive, as the teacher and learning support assistant seek to encourage children consistently. The rewards and words of praise are genuine and linked to specific examples of good work, attitudes or effort.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is systematic emphasis on developing communication skills; children speak with growing confidence and use a range of appropriate vocabulary.

- Activities are organised efficiently and effectively whereby the children's literacy skills are developed in every day situations.

Commentary

47. Children have systematic opportunities throughout the day to speak and listen to one another. In a very effective lesson for developing the children's literacy skills, the planning was comprehensive, and built coherently from the previous week's learning, for example in revising the character's names and the story. The teacher and learning support assistant were deployed strategically with small groups of children, thus maximising the opportunity for everyone to share their ideas. The rigorous use of questions both challenged the children to develop even more vocabulary.
48. Activities are very well designed and absorb the children's interest. In a very creative variation on the theme of pass the parcel, children opened an envelope with great excitement and found a word inside that they then read. Children's motivation was high and they were gaining an obvious sense of reward and satisfaction from their successes. The role-play corner, (currently a health centre) is very well planned to encourage writing, note taking, and making prescriptions and appointments for the patients. Children were seen regularly having conversations with one another, helping and talking together with confidence and ease.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- There is a wide range of resources to assist the children in their mathematical understanding.
- Children have many opportunities to use their number skills practically and purposefully throughout the day.

Commentary

49. The mathematical resources are thoroughly well organised to maximise the children's learning. As a result, children are able to have a rich variety of mathematical experiences that help them explore, for example the properties of three-dimensional shapes, as well as learning more precisely their names in more formal group work. Children were quick to notice patterns in their peg boards, or sequences when threading beads or using interlinking blocks. The good teaching enabled children to use mathematical language in ways that had meaning and relevance to them.
50. The classroom has many areas where children can count and notice numbers written formally. Children use their number skills in many practical contexts, for example in counting numbers for milk, noting how many children are at school, and the number who are absent, and ensuring working groups are the correct size. There are many references to numbers around the room that help children further in their use and application of numeracy skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

51. It was not possible to make an overall judgement of provision or standards, though the planning for this area is detailed and comprehensive for the children's wide ranging needs.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The teacher's specialist skills and expertise enables the children's physical skills to be developed exceptionally well.
- The current lack of proper outdoor facilities limits what children can do.

Commentary

52. The teacher's high expectations for the children ensure they are challenged rigorously. As a result, their physical skills are developing rapidly and many show great physical control and discipline. There are very well established routines for children to use large apparatus, and they move the equipment with great care, and recognise the importance of co-operating, for example in carrying a floor mat, Children change their clothes with care and most manage with minimal assistance. They listen to instructions willingly and quickly recognise the rules, for example in moving, running and standing still on the sound of the tambourine.
53. The very good modelling by the teacher, for example in gymnastics techniques, led children to move with increasing agility and coordination. They strived to land with "stillness" as a goal, thus avoiding wobbles, and maintaining as much balance as possible in the process. Children are able to travel and transfer their weight in a variety of ways, using their hands, lifting one or both feet and landing quietly. The use of the children's own ideas helped others to try more adventurous ways of moving over, under and across the apparatus. The activity was concluded most effectively and the main learning points were summarised imaginatively.
54. There is no separate outdoor play space for the children, though one should be available shortly as the accommodation is being developed and improved through a planned programme of building works

CREATIVE DEVELOPMENT

55. It was not possible to make an overall judgement on provision or standards in this area, though it is clear that there are many opportunities for children to use their imagination through carefully planned art work, focused musical activities and imaginative role-play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching is good.
- Pupils with special educational needs are supported very well and all learning support assistants make a significant contribution to pupils' learning.
- Leadership of the subject is perceptive and has led to innovations in the curriculum which are having a positive impact on standards.
- Assessment procedures are good.
- Literacy skills are developed well in other subjects.
- Teachers do not always plan specific challenges for the higher attaining pupils in literacy lessons.

Commentary

56. Pupils achieve well throughout the school. Consistently good teaching in Years 1 and 2 is ensuring that pupils make good progress and attain standards which are above average, particularly in reading. Pupils show great interest in their books, which they discuss enthusiastically, and use their knowledge of letter sounds to tackle new words effectively. Teaching in Years 3-6 is also good overall and examples of very good teaching were observed. Pupils are achieving well and currently the work seen in Year 6 is of average standard in reading and writing. Pupils are articulate and speak well. They use these skills well to respond to effective questioning and employ their own experiences and maturing attitudes to good effect when analysing journalistic accounts of events in newspapers. All pupils are fascinated by words and show real enjoyment, for example, in creating verbs from adjectives and nouns. Well designed games make this activity fun! However teachers do not always plan particular challenges for higher attaining pupils so that they can maximise their learning in lessons and the tasks set for the majority of pupils are often the same.
57. Pupils who require support for learning have their needs met well with specially designed or adapted activities. These pupils progress well towards their learning targets and feel secure and confident. The teaching assistants who support them are sensitive and knowledgeable about teaching methods. They use questioning effectively. All assistants work in close partnership with class teachers in planning work and contributing towards marking and assessment. They take responsible roles in teaching groups of all abilities and their contribution to pupils' progress in English is significant.
58. The subject co-ordinator monitors teaching and developments in the English curriculum well. She has employed a computerised assessment programme to help teachers to know accurately how well their pupils have progressed and what their targets should be. There is good attention to the presentation of work including clear learning objectives. These features help pupils assess how well they have met their individual targets in literacy. The time-table has been suitably adjusted to ensure that each pupil has a weekly session to investigate the structure of new words and practise word-building techniques. For younger pupils the use of "raps" ensures their attention, and makes this learning really enjoyable. This is beginning to have a positive impact on the standards of spelling throughout the school. This is one example of perceptive leadership of the curriculum. Another is the use of a scheme to encourage competency in reading. It has exciting links to information and communication technology quizzes and assessment. Older pupils enjoy the challenge offered by this new venture and

read books rapidly. The scheme is beginning to have positive effects on the quality of their comprehension. These improving results on reading standards are now being seen throughout the school.

59. There has been good improvement in the development of the curriculum. The quality of teaching, learning and achievement has improved, as well as the effectiveness of the subject leadership and the use of good assessment procedures.

Language and literacy across the curriculum

60. All pupils in the school have good opportunities to use their literacy skills in other subjects. Links to history and geography are particularly strong. Pupils in Years 1 and 2 are able to write accounts of Florence Nightingale's life, make lists and compare features of an island. They also use the word processor to print captions for their science display. Older pupils write detailed accounts of their experiences as Victorian school children and use their studies about the Celts to create stories. By the end of Year 6, pupils are using their literacy skills well to record work using sub-headings for notes and writing detailed summaries of information about rivers and mountains. Information and communication technology is also used well. Class teachers demonstrate effective use of interactive white boards in lessons which sustain pupils' interest and motivation. Pupils have good opportunities to use their own word processing and display skills to produce overviews for their favourite novel.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is consistently good; this results in pupils achieving well.
- Assessment is good.
- Pupils with special educational needs make good progress and achieve well.
- The work for a small number of higher attaining pupils is not challenging enough.

Commentary

61. Standards in mathematics in Years 2 and 6 are average. National test results showed an upward trend in Year 6. The majority of pupils are achieving well throughout the school. However, inspection evidence found that there are a small number of higher attaining pupils who are not achieving the standards they could. The work set for these pupils is at too low a level and does not challenge them enough. It is often merely an extension of work given to pupils of average attainment. In contrast to this, pupils with special educational needs are very well supported and the work is modified effectively for them. As a result, they are making good progress with their learning.
62. Teaching is consistently good, and some very good teaching was observed. As a result, pupils are learning effectively and achieving well in the subject. The National Numeracy Strategy is being effectively used by all teachers and is providing a strong foundation for teachers to plan their lessons. Features of the best lessons were the sharing of learning objectives with the pupils at the beginning of lessons and the effective use of sessions at the end of lessons to summarise learning and to reinforce these objectives. In some classes ICT was used very effectively. In Year 4, for example, the teacher made very good use of the interactive white board to help pupils to understand and write fractions. This helped the higher attainers to realise how to reduce fractions to their lowest terms. Assessment has improved significantly since the last inspection and is now good. The school is using the information available to them to set learning targets and identify areas for improvement. Problem solving is one such aspect of mathematics where the pupils have difficulty applying their knowledge. Their reading of questions is good, but it is the interpretation of the information when difficulties tend to arise,

often in deciding upon which operation to use. Mathematical language is well taught and teachers' lesson planning identifies words on which to focus. Teaching assistants are well trained and they make a very good contribution to lessons. They know the pupils well and are confident when working with small groups. The use of ICT in mathematics is developing well, but in several classes this requires further emphasis.

63. Subject leadership is good. The monitoring of teaching has been very effective in ensuring that a good curriculum is in place and the effective implementation of the National Numeracy Strategy. Resources for mathematics are good and there is ample equipment for practical work.

Mathematics across the curriculum

64. Mathematics is used regularly in other subjects, for example, pupils were observed measuring the volume of water during an investigation in science. They have used simple coordinates in geography to locate different points on an island, and bar graphs to compare their different heights. There has been good improvement since the last inspection.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is good overall and scientific language is well taught.
- Assessment is good.
- The newly appointed subject leader has a clear understanding of the priorities for raising standards further, including more emphasis upon practical scientific investigations.
- Some higher attaining pupils are not challenged by the work.

Commentary

65. Standards in science in Years 2 and 6 are average, but they could be better. This is particularly true in Years 5 and 6 where the pupils do not get sufficient opportunities to participate in investigations. Currently, practical work is too teacher directed, the recording of investigations is too complex and involves too much writing. Pupils' achievement over time in science is satisfactory.
66. Although teaching and learning is good overall, some teachers lack skills in teaching investigative science. In the Year 6 lesson, where pupils were studying materials including water, wood and paper, and predicting the effect of heat, they were not able to make close observations of any changes when deciding which changes were reversible and which were not. By way of contrast, pupils in Year 4, studying liquids and solids were making careful observations; as they carried out their investigations they recorded their results in a simple table. In the best lessons, teachers asked probing questions such as "what if...?" and "what do you think...?". These were helping pupils to think in a scientific way.
67. The use of ICT is developing well in some classes, but it requires further emphasis for research and recording the results of investigations. In a good Year 3 lesson, the interactive white board was particularly well used to display a branching database; this helped to clarify the pupils' learning about food chains.
68. In the lessons where teaching assistants were present, they had clearly identified roles and made a very strong contribution to pupils' learning. They engaged pupils exceptionally well and were confident when working with small groups.

69. Science is satisfactorily managed. The co-ordinator is new to the school and has produced a good action plan, but has not been in post long enough to monitor teaching and learning across the school.
70. There has been satisfactory improvement since the last inspection, but one area where improvement has been good is assessment. Teachers are now much better informed about standards and what pupils need to do to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **good**.

Main strengths and weaknesses

- Teaching is consistently good, resulting in pupils making good progress.
- Good staff training has led to an increased awareness of how ICT can improve the learning opportunities for all pupils.
- Effective assessment procedures enable target setting and the tracking of pupils' progress.
- The subject is very well led by the co-ordinator.

Commentary

71. Standards in ICT in Years 2 and 6 are above average, and pupils are achieving well throughout the school. The above average standards are due to the good quality of teaching and very strong leadership by the co-ordinator. All aspects of the curriculum are fully covered. Scrutiny of pupils' records and the class folders on the computer network indicate how effectively ICT is now being used throughout the school. Progress since the last inspection is very good.
72. The teaching observed during the inspection was consistently good. Some very good teaching was also observed in science and mathematics when interactive white boards were used effectively to support learning. Teachers and support assistants are confident using ICT and the majority are able to give effective help to pupils. Pupils with special educational needs make good progress and they receive very good support. Currently the school is expanding the software base for these pupils; for example, a predictive word processor has recently been purchased.
73. The accommodation for the computer suite is unsuitable. However, building work has started on new purpose built accommodation to house the computers and this will be in use shortly. Resources are good, all teachers have laptop computers and they use them effectively to plan their work. The Internet and email are used well and digital cameras are extensively used to record achievement.
74. The management of ICT is very good. The co-ordinator is knowledgeable, confident and able to give effective help and support. She is very clear about how the subject is to be developed and is ensuring that ICT is used effectively as a tool to support pupils' learning. Teaching is monitored on a regular basis; for example all teachers were observed last year. Assessment is fully in place and is effectively used to monitor pupils' progress.

Information and communication technology across the curriculum

75. The use of ICT is developing well, although use is patchy in some subjects. It is particularly well used in English, history and geography. It is also used well in mathematics in the upper part of the school, but not as well for younger pupils. Pupils in Year 2 had modelled physical features in geography such as buildings and woods using "drop and drag skills", and then added text to their pictures.

76. Some very good examples of pupils' work were observed in art and design, where younger pupils had used a paint program to draw pictures of "Wild Poppies" after the style of Monet. In Year 5, pupils had used the Internet for research about the Victorians, and in Year 6, pupils were familiar with databases and spreadsheets. Very good work was seen where pupils had worked out totals and averages of columns using the "auto-sum" function on the spreadsheet. In geography, pupils had produced multimedia presentations showing how lakes are formed and drawn graphs comparing the height of different mountains.

HUMANITIES

77. Religious Education will be inspected as part of the section 23 inspection of denominational education. No lessons were observed in geography and history. There was insufficient evidence to report on these subjects individually but work was sampled.
78. The key issue in the last report regarding the quality of the curriculum in both these subjects has been addressed well and pupils learn effectively through studying units at specified times in the year.
79. Standards in geography are average at the end of Years 2 and 6 which is an improvement since the last inspection. Younger pupils work hard with drawing and understanding maps and can identify natural and man-made features. Older pupils make detailed studies of mountains and rivers. They write complex notes from research and produce graphs and tables to illustrate their work. The range of work is satisfactory and presentation is good.
80. Standards in history are average at the end of Years 2 and 6. The standards of work at Years 3-6 have improved since the last inspection. Work is well presented and demonstrates good links to literacy with long pieces of writing from all age groups. The curriculum is supported well by visits to local museums. Teachers are effective in linking ICT skills with work in history so, for example, pupils import pictures to illustrate work about the Egyptians. Work about Celtic communities is well supported through art in weaving and collage.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education was inspected individually and is reported in full below. Inspectors did not see lessons in art and design and design and technology and only one lesson in music and therefore no judgements are made on the overall provision in those subjects.

Physical Education

Provision for Physical Education is **good**.

Main strengths and weaknesses

- Teaching is good overall and pupils achieve well.
- Pupils develop good ball skills and this is effective in promoting their competency in games.
- The development of skills is supported well by a good range of extra-curricular clubs and playground games.
- Teachers do not always use demonstration effectively to promote further improvement during lessons.

Commentary

81. During the inspection, the physical education lessons observed were concerned with the development of ball skills and games strategies. The teaching observed is good overall and pupils achieve well throughout the school. Lessons usually follow a good pattern of fast warm-up sessions which pupils enjoy. Pupils have sustained opportunities to practise skills which

they later use in a game. Older pupils used well-planned group-work to extend their passing and dodging skills so that when they played a netball game they were able to control the ball well and intercept effectively to maintain a fast pace. All pupils are beginning to understand the effect that exercise has on their bodies and older pupils are able to compare pulse rates and discuss temperature rises and increased heart-beat. Occasionally time was wasted on organisation and pupils did not have a sufficient variety of activity. Often pupils are able to demonstrate effective skills so that others can copy and improve. However this was not done in all lessons and there were missed opportunities for all pupils to make the best progress.

82. All pupils have very good opportunities to join in with physical activity outside of lessons. The good management of the subject ensures that pupils' skills are developed systematically and many have a genuine desire to improve their personal performance. There is a very good range of clubs, including dance, as well as practises for competitive teams. These cater for pupils of all ages. Residential trips give older pupils opportunities to participate in more adventurous activities like archery and climbing. Older pupils develop their swimming and water safety skills by regular visits to the local pool and all pupils have a chance to use the school pool in the summer months. The playground initiative of introducing particular games as part of the Healthy Schools' Project has been effective in teaching skipping. Many older pupils are very confident in skipping with complex rope turning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- Pupils take responsibility willingly and show consideration and respect for one another regardless of their individual differences.
- Teachers are skilful in helping the pupils understand the impact of their actions upon one another.
- Pupils have genuine opportunities to make decisions and represent one another's views through the school council.
- The "play leaders" initiative is hugely effective in helping pupils to mature, understand the needs of younger children and learn the skills of negotiation and resolving disagreements.

Commentary

83. There are many opportunities for pupils to take genuine responsibility in classes and around the school. The formal lessons for PSHE include sensitive opportunities for pupils to express their ideas, thoughts and feelings. This in turn enables others to understand the impact of their actions. The school council is highly effective in its organisation, and pupils represent one another's views with a great sense of responsibility. The school has a strong culture of asking pupils for their views and although not all their ideas are acted upon immediately, pupils know they will have a fair and good hearing by adults in the process.
84. The "play leaders" initiative whereby pupils in Year 6 have been trained to play with younger pupils, follow a structured training programme, and graduate if they have completed the course successfully, is just one example whereby pupils grow in confidence and maturity in their social skills. They take responsibility for the care of resources, for example in the playground, thus developing a heightened sense of ownership and care of resources at the same time. These opportunities are providing systematic opportunities for pupils to use their personal and social skills in every day situations, and at the same time develop a realistic understanding of the principles of good citizenship.
85. The teaching and learning in PSHE is very effective, and there are numerous very good examples whereby adults encourage the pupils to grow in confidence and maturity beyond the

formal lessons.

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	2
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	2
Attitudes	3
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	3
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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