

INSPECTION REPORT

Holt Farm Infant School

Rochford, Essex

LEA area: Essex

Unique reference number: 114879

Headteacher: Mr R Goodier

Lead inspector: Mr G D Timms

Dates of inspection: 15-18 September 2003

Inspection number: 256475

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	260
School address:	Ashingdon Road Rochford Essex
Postcode:	SS4 1RS
Telephone number:	01702 544058
Fax number:	01702 530076
E-mail address:	admin@holtfarm-inf.essex.sch.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Gentry
Date of previous inspection:	23 March 1998

CHARACTERISTICS OF THE SCHOOL

The attainment of pupils when they enter the school is broadly in line with that expected for their ages. However, a growing proportion need extra support with their learning when they start school and their social development and speaking and listening skills are less well developed than they have been in the past. There are 35 pupils with special educational needs, three of whom have statements providing statutory extra support. This is a lower proportion than is usual nationally. Their needs include moderate learning difficulties and social, emotional and behavioural difficulties. There is a small proportion of pupils from black, Asian, Chinese or mixed backgrounds, none of whom has a first language other than English or who is at an early stage of learning English. The proportion of the pupils entitled to free school meals is below average. The school has an 'Investors in People' award and is taking part in 'Safer Journeys to School' and 'Healthy Schools' initiatives.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21038	Geof Timms	Lead inspector	Mathematics Information and communication technology Art and design Music Physical education Foundation Stage English as an additional language
9619	Bob Millar	Lay inspector	
11419	Jeannie Underwood	Team inspector	English Religious education Geography History Special educational needs
14732	Enid Korn	Team inspector	Science Design and technology

The inspection contractor was:

PBM Brookbridge and Bedford Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

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, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is an effective school and it provides good value for money. The leadership and management are good and the quality of teaching is good. The school continually strives to improve and all staff work hard to provide pupils with a good start to their education.

The school's main strengths and weaknesses are:

- Standards are above average in mathematics and art and design; they have improved significantly in English, especially writing, and achievement is good. Pupils do not achieve as well in science.
- The assessment of pupils' progress is detailed and used effectively in planning.
- The outdoor classroom for the reception classes and the sensory garden are very good additions to the school's provision and are helping to enrich the pupils' learning.
- The teaching is good throughout the school and the teaching assistants provide very good support for the pupils' learning.
- The behaviour of some pupils is not dealt with effectively on all occasions.
- The pupils' attendance is below that found nationally.

There has been a good level of improvement since the last inspection. Test results have been inconsistent but the analysis of pupils' achievement shows that the school adds value to their knowledge and understanding. The key issues raised at the time of the last inspection have been effectively addressed.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
Reading	C	E	C	C
Writing	B	D	E	D
Mathematics	B	D	D	D

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' achievement is good and they make good progress throughout the school.

By the end of the Foundation Stage, standards are good and the children have largely achieved as well as expected. Children achieve good standards in relation to the goals they are expected to reach in all of the areas of learning. In Years 1 and 2, standards in reading remain broadly satisfactory, but in writing and mathematics they have improved significantly from the levels in the table above, which refers to 2002 national tests, when the cohort had a higher proportion of pupils with special educational needs. Present standards in writing are now closer to those expected, although still below, while in mathematics they are often above those expected. Standards in art and design are also above those expected for pupils of this age. Pupils' achievement in science is below that expected and some of the planning does not show sufficient evidence of assessing pupils' present knowledge and understanding, or sufficient challenge for the more able pupils. Standards in information and communication technology (ICT) are satisfactory and improving due to the good work of a specialist teacher. Most pupils are now achieving satisfactorily.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of the teaching is mostly good throughout the school.

The best teaching is well planned and paced, and holds pupils' interest for a good length of time. The ability grouping of pupils once a week is proving very effective in developing their writing skills and problem solving in mathematics. Teachers do not always ensure that the class activities are well matched to the pupils' prior attainment. The use of the outdoor classroom in reception is proving a positive addition to the teaching and learning and offers children a good opportunity to develop their social, creative and physical skills. The development of the sensory garden is another innovation of very high quality that is enabling teachers to extend and enrich the pupils' learning. The teaching assistants offer very good quality support for teachers and pupils and their work greatly enhances the pupils' learning. The assessment of pupils' progress is very well organised and recorded and provides teachers with a good basis for their planning. The curriculum is very broad and meets the needs of all of the pupils, including those with special educational needs. It contains very good opportunities for topic weeks and after-school activities. A particular strength is the school's links with other schools locally. These provide very good opportunities for teachers and non-teaching staff to meet staff from other schools for training purposes and to share and spread good practice.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good.

The governing body is effective in giving the school a strategic lead and vision and they are aware of strengths and weaknesses. They do not have an effective protocol for monitoring the work of the school. The leadership of the headteacher and his key staff is good and is clearly focused on raising standards. The school is well managed; communication is clear and all adults in the school are working well as a team, with the achievement and well being of the pupils as priorities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents' views of the school are largely positive. They think the teaching is good and that the children like coming to school. They are positive about the leadership of the school and feel that the school is open and welcoming. A few parents feel that their children are insufficiently challenged by the work provided for them. Other parents feel that a minority of pupils behave poorly and that this affects their children's learning. Pupils are largely happy at school and enjoy their work and play. However, a significant minority of pupils feel that some pupils' behaviour is unacceptable and affects their work. The inspection findings support this view.

IMPROVEMENTS NEEDED

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

- raise standards in science by ensuring that lessons are well planned, investigative skills are planned and taught systematically, and assessment information is used more effectively;
- improve skills in dealing with poor behaviour;
- increase pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are good in mathematics and satisfactory in English. Pupil's achievement is good compared to their attainment on entry, except in science where it is broadly satisfactory but with some underachievement, particularly among the more able pupils.

Main strengths and weaknesses

- Children make good progress in the reception classes and the majority achieve the expected early learning goals.
- Standards are good in mathematics, and art and design. They are broadly satisfactory in other subjects except science, where there is some underachievement.
- Pupils' achievement is at least satisfactory and often good, when their attainment on entry to the school is compared to their test results at the end of Year 2.
- Standards in science are too low and pupils are not achieving the levels of which they are capable.
- The school has worked hard and successfully to raise standards in writing.

Commentary

1. The present standards evident in the school present a largely positive picture of achievement when pupils' prior attainment is taken into account. For example, the test results in 2003, when compared with the targets set based on pupils' attainment on entry to the school, show that in reading only 8 pupils did not achieve their target while 63 exceeded it. There was a similar picture in writing and science. In mathematics, the results were even better with only 5 pupils failing to reach their target and 76 exceeding it. However, the attainment of the present Year 2 is likely to be lower due to differences in the cohort and the higher proportion of pupils with special educational needs. Even so, the expected levels are appropriately challenging for literacy and numeracy, but are too low in science.
2. When children enter the school, their levels of attainment vary from year to year but are broadly average, although the school has clear evidence that the proportion of pupils with special educational needs is growing. The good quality provision in the reception classes is resulting in good achievement in all areas of learning and the children are very well prepared for the National Curriculum at the start of Year 1. The scrutiny of the previous year's work shows that a significant number are already working at National Curriculum levels, especially in literacy and numeracy.
3. As national comparisons for the 2003 test results were not available at the time of the inspection, the 2002 results are published below:

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.2 (14.8)	15.8 (15.7)
writing	13.3 (13.5)	14.4 (14.3)
mathematics	16.1 (15.6)	16.5 (16.2)

There were 88 pupils in the year group. Figures in brackets are for the previous year

4. These show that results in reading and mathematics improved over those in 2001, but those in writing fell. The school analysed the reasons for this, and made writing standards a focus of their attention through the closer monitoring of pupils' work, training for teachers, improving resources and grouping pupils by ability for some of their extended writing activities. This work has clearly been of benefit as the early indications are that the proportion of pupils reaching the higher levels in the 2003 tests grew by 26 percentage points. Standards in reading and mathematics also rose but to a lesser degree.
5. In reading and writing the girls tend to outperform the boys, while in mathematics there is little difference. This follows the trend nationally and the school is aware of this issue and regularly reviews the performance of the pupils through its tracking systems. The achievement of the small proportion of pupils from different ethnic minority backgrounds is also monitored and there is no evidence of it being any different to their peers. The achievement of pupils with special education needs is satisfactory. They are developing relevant skills in numeracy and literacy, and particularly in reading, as more pupils reached the expected levels in the 2003 national tests compared to the 2002 results.
6. Standards in art and design are above those expected for pupils of this age. Standards in information and communication technology (ICT) are satisfactory and improving. The evidence available for the standards in other subjects shows that attainment and pupils' achievement are satisfactory.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is below the average of similar schools nationally. Their attitudes towards school are often good, although there are a number who find it difficult to conform to the school's expectations of good behaviour. The provision for pupils' spiritual, moral, social and cultural development is good and the school has developed a satisfactory programme for personal development.

Main strengths and weaknesses

- Pupils' spiritual, moral, social and cultural development is good.
- Pupils are interested in school activities and their involvement in extra-curricular activities is very good.
- They are willing to take on responsibilities around the school.
- The positive relationships between pupils and all adults and the way the majority work together in groups and share ideas is a considerable strength.
- Attendance rates are below average. Punctuality is good. Most parents and carers strive to ensure their children attend school.
- Although most pupils behave well, a significant minority cause some disruption to lessons.

Commentary

7. Pupils' attitudes towards their work are satisfactory although many are keen to learn and please their teachers. Most contribute to the lessons and enjoy being there. Pupils are becoming increasingly independent and are learning to organise their work and work co-operatively, so that relationships at all levels are good. A continuing strength of the school is the provision for pupils' personal development: spiritual, social and cultural.
8. In lessons, the majority of pupils are keen to succeed. They want to please their teachers and most work hard and concentrate well, particularly when given practical tasks. About three quarters of the older pupils participate in after-school clubs, and the focus of each is chosen by the pupils themselves. Pupils are given responsibilities within the classroom and older pupils are expected to look after the youngest ones during lunchtimes. Pupils are often consulted about, for example, what activities and resources to have on the playground. They are encouraged to be positive about others and to respect their views and feelings. Good

relationships between pupils and pupils with adults help to build self-esteem and encourage pupils to do their best.

9. Behaviour in lessons is varied. In some classrooms it is good and pupils work hard but in others, particularly when the group is sitting on the carpet, a minority disrupt learning, especially where the teaching is less strong. Despite the class rules and rewards to encourage appropriate behaviour, some pupils still find behaving difficult. Although there are strategies in place for dealing with such behaviour, they are not consistently applied by teachers. Both pupils and parents expressed concerns about poor behaviour. In the playground and during lunchtime behaviour is better because lunchtime supervisors organise practical activities to keep the pupils occupied and they are free to run about. A special lunchtime reward, "super stars", is much sought after and has a positive influence on pupils' behaviour. The majority of pupils with special educational needs are well motivated and remain focused on the tasks. Some find it difficult to concentrate in class sessions but respond well to very small group interaction either within the classroom or when withdrawn for support.
10. The exclusions have involved a small number of pupils with emotional and behavioural difficulties.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	249	5	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	3	0	0
Mixed – any other mixed background	2	0	0
Chinese	2	0	0
No ethnic group recorded	1	0	0

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

11. The good provision for pupils' personal development has been maintained since the previous inspection. Acts of collective worship are well planned and offer occasions for spiritual and moral reflection. The involvement of visitors enriches the opportunities for pupils to consider a range of views. Through planned discussions, pupils learn to respect the thoughts and feelings of others and to appreciate their values. Pupils discover a sense of awe and wonder as they explore the sensory garden. The school makes good provision for cultural development including the multi-cultural dimension. Efforts are made to ensure that an understanding of the beliefs and traditions of others is nurtured. The school is aware that visits to places of worship for other faiths is limited and is looking to develop this area further. Festivals from different faiths are celebrated. Weeklong projects are held and have included history, geography, music and multi-cultural activities; all have been well received by parents and pupils.
12. The school makes satisfactory provision for pupils' moral development. Although there are many rewards that promote appropriate behaviour, a consistent strategy for ensuring all pupils follow the expectations is not fully implemented. The school is successful in promoting extra-curricular activities and visits. When working together in the classroom, pupils learn to share resources and ideas. There is a strong policy that is effective in ensuring all pupils are included in all aspects of school life.

Attendance

13. Attendance has declined since the last inspection and is now below the national average for similar schools. Attendance rates are adversely affected by a number of authorised absences often involving family holidays in term-time. These absences are having a negative impact on the achievement of those children affected. The vast majority of pupils attend school punctually and their parents strive to ensure their attendance is regular.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.4	School data	0.1
National data	5.4	National data	0.5

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 quality of education provided by the school is good and it is an effective school. The quality of teaching and learning is good, and the school provides a very broad, balanced and well-enriched curriculum.

Teaching and learning

The quality of teaching and learning is good throughout the school. There is very good teaching in the Foundation Stage and in Years 1 and 2. The quality of the assessment information and the way it is used by teachers when planning is very good.

Main strengths and weaknesses

- There is very good teaching throughout the school and over half of the teaching is good or better.
- Teachers plan very closely together in year group teams.
- Teaching assistants are effectively deployed and their work has a positive impact on pupils' learning.
- Assessment information is used well in grouping pupils and planning lessons; in English very good self-assessment skills are developed by pupils.
- Some teachers do not apply an appropriate range of behaviour strategies consistently or assertively enough.
- In some lessons, the activities are not matched appropriately enough to the prior attainment of all pupils.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (12%)	22(51%)	15(35%)	1(2%)	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.

14. The teaching in the reception classes is good, overall. The teachers have a range of experience, knowledge and expertise, and work well together as a team to plan and deliver an

effective curriculum based on the expected early learning goals. They ensure a smooth induction into school life at the start of a new school year and resource lessons well to ensure a good range of appropriate activities are available. The use of the newly opened and resourced outdoor classroom is good and still improving, and it offers pupils a new range of activities. Teachers are consistent in ensuring that the activities are planned and that the area is not simply a play space.

15. The teaching in Years 1 and 2 is largely good. Where the teaching is weaker, the behaviour of pupils is insufficiently controlled and this has a negative impact on the work. This particularly happens in some practical activities, and is an area where the teachers would benefit from further advice about appropriate techniques in different situations. The school is aware of this and has worked hard to improve teachers' skills in this area, although more needs to be done. However, in most lessons, the teachers and pupils have good relationships and there is a calm and efficient working ethos created. Lessons are well planned, and teachers use assessment information in deciding what to plan. For example, in one lesson the teacher altered her original plan in the light of the response to the previous day's work.
16. Teachers encourage pupils to take a full part in lessons. This is particularly successful where there are smaller groups, such as the higher and the lower attaining literacy and numeracy groups, or the computer skills groups. These enable those teachers to work more closely with individual pupils, supporting, helping and challenging them. Most teachers have good questioning skills and this enables them to extend pupils' learning through, for example, getting them to explain how they arrived at an answer. The use of self-assessment by pupils in literacy is proving very successful in raising standards and in developing their independence. The assessment co-ordinator has worked hard to develop the present very good systems that are in place, including a practical and informative system for assessing in the non-core subjects. Teaching assistants are very effective and their dealings with pupils are almost all very positive. Relationships are strong and the close team work means that they are fully aware of their tasks and they feedback information about the progress of their groups to the teachers at the end of sessions.
17. The individual education plans for pupils with special educational needs are well written and provide appropriate steps towards achievable targets. The classteachers are aware of the pupils' needs and prepare work carefully matched to their needs, or ensure that the teaching assistants know exactly what the pupils must do. There are very good relationships between special needs pupils and their support staff and this gives them confidence to succeed. During whole class sessions, teachers often ensure that pupils with special educational needs have an opportunity to respond to appropriate questioning.

The curriculum

The overall curriculum provided by the school is very good. There are very good opportunities for enrichment provided within the curriculum. The overall quality of the accommodation and resources to meet the needs of the curriculum is good.

Main strengths and weaknesses

- The curriculum provided for pupils aged five to seven is very broad.
- The use of non-core week long topics ensures sufficient depth to subjects, especially geography and history.
- The school provides a good personal, social and health education programme that incorporates sex education and attention to drugs misuse in a manner appropriate to the ages of the pupils.
- The curriculum meets the needs and interests of all pupils well and all pupils are equally well included in all activities.
- The school provides a very wide range of after-school activities that incorporate sports and the arts.

- Visits and visitors are used well to extend the curriculum.
- The accommodation is good and a special feature is the sensory garden.
- Clubs all meet on the same day and this restricts opportunity for some pupils.

Commentary

18. The curriculum meets statutory requirements. All National Curriculum subjects and religious education are taught. The curriculum is reviewed regularly so that meaningful links are established between the various subjects. The daily assemblies and acts of collective worship are planned appropriately to link with religious education lessons. The special curriculum weeks are an exciting aspect within the planning that contributes significantly to the breadth of the curriculum. These link many subjects of the curriculum together. For example, in a recent geography week there were activities that pupils may otherwise not have experienced such as tasting foods from other countries, making 'lion' masks and wearing costumes.
19. Innovations in literacy, such as placing the pupils in ability groups for creative writing and in numeracy for mathematical problem-solving activities, are effectively raising standards. The science curriculum has not been a school focus for some time and is now in need of review in order to increase the pupils' achievement. The school makes sure that all pupils have good access to the curriculum. Resources to meet the needs of pupils with specific requirements have been provided. There are close links between the Reception Year and Year 1. The school has developed a bridging programme that successfully prepares the pupils for when they enter the junior school.
20. There is a very wide range of clubs provided. However, they are all on the same day of the week and are only available to the Year 2 pupils. There are a satisfactory number of teachers and classroom assistants, and specialist teaching in ICT makes a good contribution to pupils' learning. Specialist teaching also takes place in music but was not observed during the inspection. Early language support is used effectively to specifically target those pupils who are just below the expected levels and results shows that these sessions have a positive effect in raising standards.

Care, guidance and support

Provision for pupils' care, guidance and support is good. The members of staff are caring and supportive and ensure that the children work in a safe and healthy environment.

Main strengths and weaknesses

- The school's induction arrangements for children starting school are excellent.
- The pupils enjoy a trusting relationship with the adults in the school.
- The headteacher involves the pupils and seeks and acts upon their views.

Commentary

21. Pupils are well supported by the good relationships that exist. The induction processes for new children to the school are excellent. Parents are given access to all kinds of advice and are able to attend workshops. These ensure the introduction to school life is as easy as possible and pupils settle quickly into school routines.
22. There are suitable policies for health and safety and child protection that have recently been reviewed. The members of staff are aware of these procedures and implement them effectively. Pupils have access to well-informed support, advice and guidance as they progress through the school. Their achievements and personal development are monitored and reported upon.

23. The school considers the pupils' views in informal ways. For example, the school clubs were assessed by the children and their views acted upon. The pre-inspection pupil questionnaire was completed by Year 2 children and largely indicated satisfaction with the school. Pupils spoken to during the inspection felt that they are valued and listened to.

Partnership with parents, other schools and the community

There are good links with parents and the local community, and very good links with local schools.

Main strengths and weaknesses

- The contribution parents make to their children's education is of a high standard.
- The local cluster of schools work very well together and their joint training initiative for teaching assistants is having a positive impact on children's achievement.
- There are good transfer arrangements with the adjacent junior school.
- There are effective links with local teacher training establishments and successful placements take place in school.
- Parents are happy with the way in which the school deals quickly with any complaints or concerns that they might have.

Commentary

24. The parents find this a welcoming and open school. They feel there are high standards of attainment and they like the school environment; Any complaints or concerns they might have are dealt with quickly and effectively by staff. A small number do not believe that children's behaviour is good. Inspection findings are that overall behaviour is good but where it is not it is not always dealt with effectively and consistently by all staff.
25. The parents make a valuable contribution to their children's education both at home and in school. A small number help regularly by coming into school and listening to children read or helping with their creative education in art and cooking. The Parent Workshops that are held are popular and give parents the opportunity to learn more about what their own child is learning in school and ways in which parents can help. The provision of information to parents is satisfactory. The end-of-school academic reports, whilst containing useful information as to a child's progress, do not always state what a child cannot do.
26. Where pupils have special educational needs, parents are kept well informed of their progress. Individual education plans are reviewed termly and parents are invited to discuss new targets. The majority of parents are supportive and attend the meetings. The parents of pupils with statements attend their annual reviews and are given the opportunity to express their views and opinions about their child.
27. The local cluster of schools is effective in joint initiatives that positively impact on children's achievement. Teachers from the neighbouring junior school visit Year 2 children and teaching assistants work particularly with those who have special educational needs. This is having a positive impact on the start to their next stage of education, especially where their writing is concerned. The reception members of staff liaise closely with all the playgroups and nurseries that send pupils to the school. The school offers work placements for pupils from the local secondary school. Some of these pupils have performed pantomimes for the younger ones. The school has good links with the community. For example, local shopkeepers willingly help pupils with their project work by supplying foods or allowing groups of pupils to visit them. Pupils use the local community to enhance geography and history topics and participate in a music festival.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The governance of the school is good and all statutory requirements are fully met. The school is well managed and efficiently organised.

Main strengths and weaknesses

- The headteacher and key staff provide a good level of leadership and have a clear intent to raise standards.
- The governing body have a clear understanding of the school's strengths and weaknesses.
- The role of subject co-ordinators is well defined and they have a positive impact on standards, especially in English, mathematics, assessment and the Foundation Stage.
- There is an effective and inclusive school development planning process and the plan provides the school with clear priorities for the future.
- The Foundation Stage co-ordinator needs more time to monitor and support her team.

Commentary

28. The governing body have supported developments at the school successfully. They are aware of a range of current issues, such as the development of the outdoor classroom for the reception children, and the need to assess the success of such innovations. The committee structure is efficient. The governors have a good grasp on the financial management of the school and are well supported in this by the senior administration assistant. Teachers, particularly subject co-ordinators, are invited to committee meetings to present new policies or to discuss other changes to their subjects. The governing body visits to school tend to be informal and unplanned, and there is no agreed protocol for carrying out such visits. All statutory requirements are met.
29. The headteacher leads the school well and all senior staff are appropriately focused on the need to raise standards, as well as to make the good improvements to the school environment that are evident. This clear leadership has resulted in the careful analysis of the relevant assessment information and the setting of appropriate priorities with good action plans that are having an impact on provision. For example, the creation of the sensory garden, a very good facility built with the excellent support of a parent, and the outdoor area for the reception children, have been closely linked to their role in supporting the curriculum provision and the ways they can be used to enrich children's learning. Further, often very good leadership has been shown by the English and mathematics co-ordinators in raising the standards in writing and mathematics.
30. Subject co-ordinators have a high profile role, together with the headteacher, in developing and monitoring their subjects. In some subjects and aspects, such as English, mathematics, assessment and the Foundation Stage, their work is clearly reflected in higher standards or better systems and processes. Some co-ordinators have had time to monitor teaching and learning, as well as to scrutinise pupils' work or to monitor teachers' planning. Where this has occurred it has had a positive impact on the provision. The Foundation Stage co-ordinator has insufficient time to monitor and support her team and this is more necessary as changes to the teaching staff have been made.
31. The special educational needs co-ordinator is effective in ensuring positive learning experiences for pupils with special educational needs, and the smooth day-to-day organisation of support staff. She is able to monitor how well individual education plans are being followed and provide support for class teachers as they review them and devise new ones. There is limited evidence of time spent observing how effective the support provided by the teaching assistants is and this is an area for development. Annual reviews are arranged and appropriate outside agencies notified.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	613, 872
Total expenditure	614,118
Expenditure per pupil	2, 362

Balances (£)	
Balance from previous year	38, 504
Balance carried forward to the next	38, 258

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for pupils in the reception classes is good and has improved since the last inspection. Pupils achieve well in all areas of learning. The teaching and learning they experience provides a firm foundation for their future achievement. The Foundation Stage is well led and managed by the co-ordinator, who is knowledgeable and very hard working. She is creating an effective team of teachers and non-teaching staff, but has insufficient time to monitor the work of the other classes sufficiently. The planning is effective and the quality of teaching is mostly good in all areas of learning, with some that is very good. The assessment of pupils' skills does not always ensure that the higher attaining pupils are recognised early enough and provided with sufficiently challenging activities; this was recognised by some parents. The development of the outdoor classroom has been very successful although at an early stage, and teachers are planning and using this new facility well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good and has a direct impact on the children's attitudes towards school.

Main strengths and weaknesses

The school works hard to ensure a smooth transition from the wide range of pre-school providers. Children are friendly and out-going, and play and work together well.

Commentary

32. Transition arrangements are excellent and few children appear unhappy in school. Good notice is taken of their ages when determining when they should start school and for how long they should remain part-time. Teachers get to know the children and their families quickly. Teachers offer plenty of opportunities for children to play and work together and to learn to co-operate and share. Those who prefer to work alone or quietly are also catered for appropriately.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good. Words and books surround the children.

Main strengths and weaknesses

Literacy skills have a high priority and the work is well planned, builds appropriately over the year and is based on the nationally accepted early learning goals.

Commentary

33. Children are given good opportunities to learn the sounds of letters through well-planned phonic activities. They learn to write letters, building on their previous knowledge well. For example, early in the year they draw letters with their fingers in the air to enable them to get a sound feeling for the shape. Later in the year, this is transferred to paper and after two terms, most children are writing their names recognisably and with capital letters. Higher attainers were working within the first level of the National Curriculum by the end of last year, but lower attainers were still finding it difficult to copy writing accurately.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good. Children have a lot of opportunities to learn to count, manipulate and become familiar with numbers.

Main strengths and weaknesses

- The teaching of the basic number skills is good.

Commentary

34. By the end of one term, most children can recognise and count numerals to 9. By the end of the year, they can give the answer to 'what is one more or one less' questions. They know some common two-dimensional shapes, can add pennies and are able to tell the time on the hour. This represents a good level of achievement when compared with their attainment on starting school. The higher attaining pupils are able to add accurately past 10, which the less able are unable to manage.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- Good use is made of the sensory garden.

Commentary

35. Children have good opportunities to learn about minibeasts. This work is developed through creative activities but gives children a good insight into the lives of creatures such as butterflies. Children also learn about themselves and their families. Good use is made of the sensory garden and the pond to study the life cycle of frogs. Computers are used to put weather symbols on a map. The children are able to discuss and draw the items for a suitcase for a bear travelling to France. This work enabled reception children to take part in a good, whole school geography project.

PHYSICAL DEVELOPMENT

Provision in physical development is good and children are confident when moving or using a range of toys and tools.

Main strengths and weaknesses

- The new outdoor area has made a very effective addition to the accommodation and teachers plan for its use well.

Commentary

36. The creation of the new outdoor area has provided the school with a valuable additional facility in which children can work and play safely while extending their understanding of how they can control and use their bodies. They have good, planned opportunities to use large wheeled toys, often in a role play situation. They are also able to climb and develop their agility. Other activities develop their control of smaller toys through water and sand play.

CREATIVE DEVELOPMENT

Provision in creative development is good. Children are given good opportunities to achieve well in this area of learning.

Main strengths and weaknesses

- A wide range of creative activities is provided enabling children to experience a variety of materials and media.

Commentary

37. The children use clay effectively to make models of butterflies that are very well decorated. They make good mobiles, using paint and folded paper. Recycled materials are used well to create model ships. Very good drawings of owls in chalk on black paper demonstrate the good control the children have over the media by the end of the reception year. More opportunities for large creative work need to be planned for the outdoor classroom.

SUBJECTS IN YEARS 1 AND 2

ENGLISH

Provision in English is satisfactory and good improvements to standards in writing have been made over the past year.

Main strengths and weaknesses

Strengths:

- The standards in writing have improved a lot.
- The overall quality of the teaching is good.
- Lessons are well-planned with clear objectives.
- Effective use of questioning.
- Very good relationships between teachers and pupils with good use of praise and encouragement to give pupils confidence.
- Pupils' self evaluation and teacher assessment.
- Well matched work to pupils' needs - very good use of teacher assistants
- The role of the co-ordinator.

Weaknesses:

- The development of literacy skills across the curriculum.
- Behaviour management particularly during whole class sessions.
- The effectiveness of the whole class session at the end of the lessons.

Commentary

38. The results of the National Curriculum tests for 2002 showed that standards in writing were well below average and those for reading were average. Because of these results, the school determined to raise attainment in writing and teachers have worked hard to teach this aspect more effectively by, for example, some grouping of pupils by ability and obtaining support from the local authority. Consequently, the provisional results for 2003 suggest a great improvement, particularly the number of pupils achieving above the expected level. This is an improvement since the last inspection. Inspection evidence shows the present standards in Year 2 are average and unlikely to reach the levels found last year. This is due to changes in the year group and the prior attainment of the present pupils and they are achieving well.

39. Standards in speaking and listening are average. The majority of pupils listen carefully in assemblies and discussions, not only to their teachers but also to their peers. In lessons, pupils are encouraged to express their thoughts and opinions. These skills are developed in other areas of the curriculum such as history. Standards achieved in reading are average and have been maintained since the last inspection. Some pupils can read fluently and with expression. However, lower attaining pupils find reading difficult although most are able to sound out words. Pupils' lack of word building skills was criticised in the last inspection but these have improved. Most pupils are excited and enthusiastic about books. Current standards in writing are satisfactory and have improved since the last inspection. Pupils have many opportunities to write for different purposes: diary, information, instructions to make a jam sandwich, poetry, retelling favourite fairy stories and writing letters. Most pupils spell accurately and use punctuation appropriately, and are achieving satisfactorily. Higher attaining pupils use descriptive vocabulary to make their writing more exciting. Opportunities are provided on a weekly basis for extended writing, giving all pupils extra time for planning and completing their stories, and this has improved since the last inspection. The achievement of those from minority ethnic backgrounds is in line with that of their peers.
40. The quality of teaching overall is good. Lessons are well-planned with clear objectives which are shared with the class. Effective questioning is used to extend or reinforce pupils' knowledge and to encourage them to express their thoughts and opinions. Very good relationships with pupils gives them confidence to respond even if they are unsure their answer is correct. Teachers continually praise the pupils and this too boosts their self-esteem so they strive to achieve more. The teaching assistants provide very positive and effective support for those with special educational needs, working on the carpet alongside the pupils or in small groups within the classroom. Regular liaison and a planning sheet for the assistants ensure pupils benefit to the full from this support. Where lessons are satisfactory some pupils disrupt learning and teachers are not consistent in the strategies they use to deal with this behaviour. The strategies for assessing pupils' achievement are very strong. Each half term, teachers assess an example of pupils' writing. This clearly shows the progress each pupil is making and highlights difficulties, enabling teachers to plan work that is carefully matched to pupils' needs including extension work for the higher attainers – an aspect criticised in the previous report. Pupils are involved in a very good system for self-evaluation and this has a positive effect on their learning and progress, as they can see from the chart in the classroom where they are and what they need to do to improve. Marking is good with comments on what needs improving, particularly in the books of the older pupils.
41. Where the whole class teaching session at the end of a lesson is used effectively, learning is reinforced and objectives are checked. However, at the end of some lessons the plenary is less effective: it is hurried and serves little purpose. Further development is needed to ensure all plenary sessions are effective. The subject co-ordinator is knowledgeable and enthusiastic. Time has been spent observing lessons, checking teachers' planning and looking at pupils' work and because of this, standards are rising. Good curriculum enrichment is provided through theatre groups, a drama club, book week and a bookshop. Visitors such as library staff and authors enhance pupils' learning and enjoyment.

Language and literacy across the curriculum

42. Although there is evidence of literacy skills being used in other areas of the curriculum these are limited. Not enough is done to develop the use of writing to record pupils' thoughts and opinions in subjects such as history, geography and religious education.

MATHEMATICS

Provision in mathematics is good and is having a positive impact on standards. Pupils achieve well.

Main strengths and weaknesses

Strengths:

- Standards rose in 2003 by the end of Year 2 and more pupils are reaching the higher levels; this represents good achievement when compared to their attainment on entry to the school.
- The provision for the higher attainers, as well as those who are less able, is enhanced through the weekly grouping arrangements for problem-solving activities.
- Standards have improved since the last inspection, especially with regard to problem solving.
- The quality of the teaching is good and assessment is used effectively to inform planning.
- The subject co-ordinator demonstrates very good leadership and this has had a positive impact on standards.

Weaknesses:

- Insufficient use of ICT is made in mathematics lessons.
- The marking of pupils' work does not always make clear what they need to do to improve.

Commentary

43. The standards in number and problem solving are above those normally expected for pupils of this age. Although standards dipped to below average in 2001 and 2002, this was due to factors arising from the cohort of pupils, and the growing proportion of pupils with special educational needs. When the progress they have made is compared to the level of attainment evident on entry to the school, it is clear that the vast majority have made at least satisfactory, and often good, progress, and they achieve well.
44. The scrutiny of pupils' work shows Year 2 pupils achieve well and make good progress in all aspects of the subject. This supports the evidence that the school's efforts to improve the pupils' problem-solving skills have been successful. This good progress is evident in a number of ways. For example, at the start of the year some pupils are still reversing numbers when they write them, but by the end of the year, the same pupils are writing numerals correctly and in a more mature manner. By the end of the year, most pupils are able to solve word problems on capacity. Higher attainers confidently tell the time using digital and analogue displays. They have a good understanding of basic fractions. Less able pupils have a good understanding of multiplying and dividing by 2. Most Year 1 pupils achieved a good standard by the end of the year. They find counting across tens difficult, such as for example, when adding 9 or adding 1 more than 89. They can recognise coins, count them accurately, and have a good knowledge of common two- and three-dimensional shapes. Higher attaining pupils are much more confident in their addition and subtraction work and by the end of the year are working with the teen numbers. The less able pupils are unable to count on or back in twos and find the solving of money problems difficult. These pupils are now in Year 2 and the proportion of lower attaining pupils in this cohort means that it is unlikely that the results of the tests in 2004 will reach the levels of 2003, but the teachers are working hard to bring these pupils up to as high a level as possible. Sufficiently challenging targets have been set for them. Pupils from ethnic minority backgrounds achieve standards appropriate given their prior attainment.
45. Some number, counting and matching computer games are used in lessons, and, in Year 2, a drawing program is used to show how symmetrical patterns can be created. Pupils have opportunities to use numbers and turns to control the movements of a programmable robot. However, opportunities to use computers are missed in some lessons, and more software is needed.

46. The teaching is good. In whole class lessons pupils are grouped appropriately, but there is not always sufficient difference between the tasks given to pupils' of different abilities and this results in some pupils having work that is too easy for them on occasion. However, once a week the school uses a setting arrangement based on pupils' prior attainment. This enables the higher and lower attaining pupils to work in smaller groups, thus offering more opportunities for teachers to work on a one-to-one basis, and to provide work that is sufficiently challenging. Teachers assess pupils well and alter their planning to take account of progress made in previous lessons. The teaching assistants work well with groups of pupils and the good relationships created helps keep pupils focused on their work.
47. The subject co-ordinator has worked hard since taking on the role. She has monitored teachers' planning, pupils' work and the teaching and learning in lessons. This has had a positive impact on the provision. The expertise available through the local education authority has been used very effectively to help raise standards and to provide training for the staff.

Mathematics across the curriculum

48. There is some evidence of the use of data handling skills for producing bar graphs in work relating to history and geography topics, and in science relating to healthy eating. This provides pupils with satisfactory opportunities to use their mathematical skills for different purposes.

SCIENCE

The overall provision in science is unsatisfactory and although standards in some lessons are satisfactory, too many pupils are underachieving.

Main strengths and weaknesses

Strengths

- Standards are better in the current Year 1 than in Year 2.
- In the good lessons, teachers' expectations are high and the standards pupils attain are good.
- In Year 1, the planned learning objectives are precise and activities develop pupils' scientific observation skills well.
- The sensory garden is used well as a learning resource.
- There are some good assessment systems in place for checking on pupils' enquiry skills.
- Literacy and numeracy skills are used appropriately to encourage scientific learning

Weaknesses:

- The school's assessments show that too few pupils in the current Year 2 will achieve the higher grades by the end of the year.
- There are specific shortcomings in the teaching.
- Lesson planning in Year 2 needs to focus more directly on developing pupils' scientific skills, knowledge and understanding appropriately to their ability.
- ICT is underused.

Commentary

49. The school's assessments in 2003 show that standards in 'scientific enquiry skills' and in 'life processes and living things' are better than in 'materials and their properties' and in 'physical processes'. In these two latter aspects of the curriculum, the number of pupils achieving the higher levels is below those expected given their attainment when they entered the school, and that they are achieving in English and mathematics. The scrutiny of pupils' work and evidence from lessons shows that too many pupils in Year 2 are not fully challenged by the tasks they are given. There is no obvious systematic development of recording skills for scientific enquiry, although the co-ordinator has good and detailed assessment statements for each level. Literacy and numeracy skills are used satisfactorily, but there is little use of ICT. There is insufficient difference in the work provided for the varying ability groups.

50. In Year 1, where teachers benefit from the good subject knowledge of the co-ordinator when planning their lessons, expectations are high and all the activities have a secure scientific basis. Teachers use the sensory garden and other resources well to develop their pupils' ability to observe and explore using their five senses. Opportunities to reinforce respect for the living creatures in the garden are missed because they are not planned or made clear to the pupils in all lessons. However, a good topic on toys included developing knowledge about how different forces worked on the moving parts and the different materials involved. Most are able to label the main parts of the human body correctly.
51. Much of the planned work in Year 2 lacks a clear scientific focus and opportunities are missed which would extend pupils' skills, knowledge and understanding, such as by analysing their own diet when considering healthy foods. Teachers in this year group have not assessed their pupils' knowledge before planning their units of work. Consequently, work is sometimes repeated, such as the making of bar charts of favourite foods, which had already been covered in a 'geography week' activity the previous year.
52. Last year, assessments and observations identified that the poor behaviour of some pupils in Year 1 was not allowing the extended curriculum to be taught. At the time of the inspection, in lessons where teachers' classroom management skills are good, behaviour does not have an adverse impact on learning, but in other lessons unsatisfactory behaviour created a slow pace and unsatisfactory attainment. At the time of the previous inspection, standards were judged as satisfactory with the pupils able to test and record their results appropriately and they understood the idea of a fair test.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is improving and standards, which are satisfactory at present, are rising, particularly through the teaching of specific skills in the computer suite.

Main strengths and weaknesses

Strengths:

- The resources have recently been updated and improved, and there is an ongoing programme of renewal.
- The teaching of skills in the computer suite is good; the very experienced specialist teacher and subject co-ordinator provides the school with a good level of support and expertise.
- An effective system for the assessment of pupils' skills has been introduced.

Weaknesses:

- There is insufficient use of the skills learned in the day-to-day work of the classroom to ensure pupils retain their knowledge and practise their skills.

Commentary

53. The school has a small computer suite, and this is enabling groups of pupils to be taught the basic skills by a specialist teacher. The small size of the groups means that they receive a good level of one-to-one support and because of this make good progress. However, there is insufficient time between sessions in the computer suite with the specialist teacher for pupils to practise the skills they have learned. As they only get a session about once every two weeks, this means that the opportunities for them to extend and develop their skills and knowledge are limited. The school plans to address this by further training for teaching assistants so that small groups of pupils could use the suite more often, thus also getting better value for money from the facilities.

54. During the inspection, pupils in Year 1 were learning basic keyboard skills, and learning to control the mouse well, through the use of an adventure activity that required good thinking and problem solving skills. The teacher's good questioning led pupils to consider differences between the computer simulation and real life events. This enabled pupils to make connections between what is possible and what could not occur in the real world, such as mice wearing clothes. Year 2 pupils work with word processors to create the text to put into speech bubbles. They learn to write capitals, to enter and edit text, and to print their work when it is completed. Although most groups are of mixed ability, the lower attaining pupils often work together and this enables the teacher to provide appropriate work and give this smaller group more individual attention. The scrutiny of work from last year shows that by the time they leave the school pupils are able to combine text and graphics by drawing self-portraits and writing about themselves. Current levels of achievement are satisfactory, overall.
55. The school has a good website, created by the subject co-ordinator with the pupils, and this has led to a range of e mails arriving from past pupils, including one in Canada, and improved opportunities for communication with parents. For example, one parent has suggested putting the dinner menu on the website in advance. Children also have opportunities to use a programmable robot, thus learning how things can be controlled with ICT. The use of the digital camera is growing but more opportunities for pupils to use it need to be found, for example, during work in the sensory garden. The subject co-ordinator monitors the planning and observes pupils working in classrooms as part of her role to improve provision and raise standards. Cross-curricular work was a focus for this last year. Pupils have been able to use computers for various purposes, including extended writing, as part of the very good after-school activities.

Information and communication technology across the curriculum

56. The use of word processors is planned to link to the pupils' literacy work. The teacher plans the activities to match the work being done in the classrooms. With the less able pupils, the work was slowed by their poor spelling and reading skills and the teacher would have improved the session by providing key word lists for them so that they would have got more done in the time available. The ICT teacher has audited the resources and is aware of subject areas where more resources are needed, such as science. Year 1 pupils used computer activities to improve their counting and subtraction skills, supporting the learning they were making in numeracy lessons. Computers are well used in art and design, for drawing pictures and patterns, and in Year 2, for the use of pre-loaded parts of pictures that pupils had to extend using drawing tools.

HUMANITIES

57. During the inspection period the humanities, history, geography and religious education, was not a main focus so judgements are based on work scrutiny and a small number of lesson observations. Overall standards in these subjects are in line with expectations and with the locally agreed syllabus for religious education. Standards have been maintained since the last inspection. Pupils' achievement is satisfactory. An appropriate range of topics is covered within each subject and pupils develop the relevant skills. For example, in history they recognise differences between the hospital Florence Nightingale set up and the present. They are beginning to understand, from artefacts, how life in the home has changed. In geography, they can use a simple key when drawing a map and have looked at local features in Rochford and compared them to Dublin. Aspects of various faiths have been touched on in religious education, introducing other cultures.
58. The quality of teaching in the few lessons observed was at least satisfactory and often better. Pupils are given practical activities to help develop their understanding of the effects of climate or to encourage them to determine whether or not a toy was old. Teachers ask the pupils relevant questions to extend their knowledge and understanding. Good relationships enable

pupils to have confidence to respond and give their opinions. Although pupils have opportunities to record information for themselves, these are limited. This is an area for further development, linking with the school priority to raise standards in writing. The use of ICT is under-developed due to a lack of sufficient resources.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

59. No design and technology was taught during the time of the inspection. From the work samples from the previous Year and displays of pupils' work standards are good by the end of Year 2 and the full curriculum is covered. By the end of Y2 pupils have experience of the full designing, making and evaluating process. A wide range of pupils' work was provided. This included some attractive finger puppets that pupils in Year 2 had designed, identifying fabrics and decorative features and then sewn together. The finished puppets closely resembled the original design. Pupils evaluated their work very sensibly. For example, one pupil wrote 'I am not pleased with the glitter as I can still see the glue.' Displays of work from last year show how pupils used axles to make vehicles with moving wheels, while others created a winding mechanism for a lighthouse.
60. One physical education lesson and two music lessons in Year 1 were observed during the inspection. In addition, the subject co-ordinators' files, records and plans were scrutinised, along with photographic evidence of provision. There is insufficient evidence to assess the provision in physical education, although in the one lesson observed the quality of the teaching and learning was good. Pupils demonstrated a good understanding of the effect of exercise on their bodies and they behaved sensibly as the teacher had very good control of them. This enabled the lesson to proceed at a good pace and the use of the resources to be effective in developing pupils' large ball control skills.
61. In music, Year 1 pupils were linking their work to the topic of sound, and they were developing good listening skills and ways of making controlled sounds with parts of their bodies. Teachers made good use of the outdoors, as well as in the classroom, to encourage pupils to listen carefully and describe what they could hear. A very good literacy link was created using a story about a bear that could not sleep due to the sounds he could hear. Pupils illustrated these by making sounds with their hands or voices. Although the specialist teaching was not observed during the inspection, evidence shows that pupils learn to sing a range of songs, and that they perform in the local community.

Art and design

Provision in art and design is good, with aspects of the teaching that are very good.

Main strengths and weaknesses

- Standards are above those normally expected for pupils of this age.
- The teaching is of good quality and pupils clearly enjoy work in this subject.
- Good use is made of computers in art and design.
- Art is used effectively to help extend pupils' knowledge and understanding in other subjects, and of other cultures.

Commentary

62. The quality of the artwork evident in the school is better than that normally found by the end of Year 2 and has improved since the last inspection. Pupils achieve well. Clay butterflies are carefully designed and made, and then decorated with appropriately bright colours. Well-known artists such as Monet and Van Gogh are used to inspire paintings in the same style and this gives pupils opportunities to try out a range of media and methods, helping them to develop

their skills and knowledge in the subject. Pupils' cultural development is supported through work in the style of Africans or Aborigines, following a geography topic.

63. The best teaching was clear about exactly what was expected of the pupils. For example, in Year 2 when using computers to complete a pre-prepared picture section, the tools to be used were explained carefully. Teachers ensure that the planning contains a good range of techniques, such as pointillism, collage, weaving, mask making, as well as some clay work. Good work is produced by the pupils at the after-school art club. They have created a range of work based on shades of blue and involving a topic covering designs in colour wash and pencil, patterns on paper plates based on 'Willow Pattern', and finally clay plaques using the designs created in the earlier work.
64. In two lessons seen, the teaching was very good. This was due to a combination of firm control of the pupils, clear planning, high expectations and challenging activities that extended and developed skills pupils had learned in prior lessons. Resources were appropriate and well prepared, for example, in the use of computer art software. The teachers assessed pupils' progress during the lessons, and guided and advised them appropriately. The subject co-ordinator has an appropriate action plan, and this includes more opportunities to monitor the quality of work in other classes.

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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	5
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	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
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	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
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).