

INSPECTION REPORT

RIVENHALL C of E VC PRIMARY SCHOOL

Witham, Essex

LEA area: Essex

Unique reference number: 115105

Headteacher: Mr A D Horne

Lead inspector: Godfrey Bancroft

Dates of inspection: 18 – 21 November 2003

Inspection number: 257326

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 controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 95

School address: Church Road
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Witham
Postcode: CM8 3PQ

Telephone number: 01376 514509
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Appropriate authority: Governing body
Name of chair of governors: Mr M Hope

Date of previous inspection: 4th May 1999

CHARACTERISTICS OF THE SCHOOL

This is a small primary school serving a village community to the east of Witham in Essex. Pupils come from a wide range of social and economic backgrounds. Some pupils travel from Witham and other villages to attend. A small number of pupils come from the Traveller community. The attainment of pupils when they enter the reception class is average. The percentage of pupils with special educational needs is above average and the percentage with statements of special educational need is broadly average. A recently completed building programme has provided the school with very good accommodation.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	Godfrey Bancroft	Lead inspector	English Science Information and communication technology Geography History Religious education
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22518	Barbara Darley	Team inspector	Mathematics Art and design Design and technology Personal, social, health education and citizenship Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is **good** school that provides good value for money. Pupils achieve **well** and standards are improving. This is because the teaching and learning are **good**. The leadership and management of the headteacher and governing body are **very good**.

The school's main strengths and weaknesses

- Pupils attain above average standards in English, mathematics and art and design by the end of Year 2, in religious education by the end of Year 6, and in music throughout the school.
- The good provision for pupils with special educational needs means they achieve well.
- Overall, teaching is good. Teaching is very good in Years 1 and 2.
- The opportunities provided for pupils' learning in Years 1 to 6 are good.
- The leadership of the governing body and headteacher is very good, resulting in a strong ethos that promotes very good attitudes towards learning and behaviour amongst pupils.
- The planning of learning opportunities for children in reception is unsatisfactory and the accommodation for this age group is unsatisfactory.
- Standards in art and design by the end of Year 6 are below those expected and pupils' achievement is unsatisfactory.
- Procedures for assessing and recording pupils' attainment and progress in subjects other than English, mathematics and science are unsatisfactory.

Improvement since the last inspection is **good**. Standards have improved and teaching is now good. The improvement of curriculum planning is very good and the improvement of assessment in English, mathematics and science is good.

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	D	B
Mathematics	E	E*	D	B
Science	B	E	D	A

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

Care should be taken when analysing the results of small year groups and small schools

Achievement overall is **good**. Children in reception achieve satisfactorily and are expected to reach the goals set for their learning by the time they leave this class. Inspection findings show that standards in reading, writing and mathematics are above average by the end of Year 2. By the end of Year 6 standards in English, mathematics and science are average, but standards in art and design are not as high as expected. Pupils with special educational needs and higher attaining pupils all achieve well. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Pupils' attitudes to their learning and their behaviour are very good. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching is good. Teaching and learning are satisfactory in reception, very good in Years 1 and 2 and good in Years 3 to 6. The partnerships between teachers who share the teaching of a class are very good and teachers' specialist subject knowledge is used well to promote effective learning. The contribution made by teaching assistants

is also very good. Procedures to assess the attainment and progress of pupils in subjects other than English, mathematics and science are unsatisfactory. The curriculum provided for pupils in Years 1 to 6 is good. However, the curriculum provided for pupils in reception is unsatisfactory. Provision to ensure pupils' care, welfare, health and safety are good and the partnerships formed by the school with parents and the community are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The governing body fulfils its duties very well. The governing body and the headteacher have a very effective working partnership, promoting a very effective ethos in which pupils flourish and achieve well. The leadership of teachers who have responsibility for the co-ordination of subjects is good. Governors have worked very effectively to improve the quality of accommodation, although the room for the reception class is too small.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and feel it has many **good** features. Parents feel pupils behave very well and work hard. They feel that teaching is good. A number of parents feel their views are not always listened to, but inspectors judge that the school's arrangements for listening and responding to parents' views are good. Pupils feel that the school is **very good**. They particularly like the buildings and the grounds and feel that they are supported and taught well.

IMPROVEMENTS NEEDED

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

- improve the planning of learning opportunities and the quality of accommodation for pupils in the reception class;
- improve standards and pupils' achievement in art and design by the end of Year 6;
- develop procedures for assessing and recording the attainment of pupils in subjects other than English, mathematics and science.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in reception achieve satisfactorily and by the time they leave the reception class they are on course to attain the goals set for their learning. By the end of Year 2 pupils achieve well and standards are above average. By the end of Year 6 pupils also achieve well and standards are average.

Main strengths and weaknesses

- Pupils in Years 1 to 6 achieve well.
- By the end of Year 2 standards in reading, writing, mathematics, art and design and music are above average.
- By the end of Year 6 standards in music and religious education are above average.
- By the end of Year 6 standards in art and design are below average.

Commentary

1. Standards vary greatly from year to year. This is because of the small number of pupils who do the tests each year and the relatively high number of pupils who either start at the school or leave within each year. When children start in the reception class their attainment is average. These children make satisfactory progress. By the time they are ready to leave the reception class they are on course to attain the goals set for their learning.
2. The following table shows the inspection findings for the standards attained and how well pupils achieve in each subject by the end of Years 2 and 6.

Subject	Standards and achievement by the end of Year 2	Standards and achievement by the end of Year 6
Reading	Above average and pupils achieve well	n/a
Writing	Above average and pupils achieve well	n/a
English	n/a	Average with good achievement
Mathematics	Above average and pupils achieve well	Average with good achievement
Science	Average with good achievement	Average with good achievement
Information and communication technology	Average with good achievement	Average with good achievement
Geography	Average with good achievement	Average with good achievement
History	Average with good achievement	Average with good achievement
Religious education	Average with good achievement	Above average with good achievement
Art and design	Above average with good achievement	Below average. Achievement unsatisfactory
Design and technology	No judgement made	No judgement made
Music	Above average with good achievement	Above average with good achievement
Physical education	Average with good achievement	Average with good achievement
Personal, social, health education and citizenship	Above average with good achievement	Above average with good achievement

3. The school has a higher percentage of pupils with special educational needs than is usually found. These pupils achieve well because the provision made for their support is very good. Higher attaining pupils are challenged and attain well. Pupils from Traveller families also achieve well. This is because of the good support provided for their learning when they are at school and when they are away with their families.

Pupils' attitudes, values and other personal qualities

Pupils' **very good** attitudes to learning make a strong contribution to the progress in the school. They behave **well** and this enables them to form **very good** relationships. Their spiritual, moral, social and cultural development is **very good**. Rates of attendance are **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy coming to school, have very positive attitudes to learning and always behave well from starting school.
- Relationships between pupils and pupils and all staff are very good.
- Pupils' positive personal qualities are developed through many opportunities to take responsibility and a clear focus on what it means to live in the school community.
- Attendance rates are satisfactory and timekeeping is good.

Commentary

4. A significant feature of the school is the ethos of value and support. All pupils are treated equally, including those who have special educational needs and those from travelling families who spend part of the year at the school. There is recognition that each person has special things to give and that at times all may find some aspect of learning difficult. This promotes a very good response from pupils to their work and to helping others. Positive attitudes begin in the reception year where children listen well and concentrate hard for extended periods of time. Throughout the school there is strong encouragement for pupils to do their best. All pupils have positive attitudes to their learning and this makes a strong contribution to the progress that they make year on year. Pupils' general conduct in lessons and around the school is good. They listen well to teachers and each other. Pupils play happily together and older pupils enjoy taking responsibility for younger ones. At play times and lunchtimes no pupils are isolated and no evidence of bullying or unkindness was seen during the inspection.
5. Pupils' attendance is in line with other primary schools, and therefore satisfactory. The actual attendance picture is somewhat distorted by a few pupils who have significant periods of time away from school, following parents' work. There is very good support for the families who spend part of the year working away. Pupils are encouraged, successfully, to keep in contact during their absence and the school looks forward to their return. A small but significant number of parents take holidays during term time, although the school does its best to dissuade them. Currently the school is not easily able to calculate the effect this has on its attendance figures, but the forthcoming introduction of new systems is likely to overcome this.
6. Relationships throughout the school are good. Pupils behave well and respond positively to the high expectations of the headteacher and staff. Pupils have a good understanding that they are in school to learn but also to have fun. They are confident and have a good sense of their own self-worth. Pupils recognise that all staff have a key role in supporting their learning and are happy to ask for help and support from teachers and teaching assistants. They are confident to make suggestions to staff if they think things can be improved or changed, for example moving a piece of furniture which should be a safety issue. There is a good range of opportunities for pupils to take responsibility and pupils will also use their initiative.
7. The provision for pupils' spiritual, moral, social and cultural development is very good. Assemblies and personal, health and social education lessons instil sensitivity, awareness and

empathy with others in pupils. Staff encourage pupils to value themselves and foster a respect for others within a Christian framework. The school has good links with the local church; pupils take part in services there and the rector contributes to collective worship. Pupils are given time for prayer and reflection during the assemblies. Staff set a very good example to pupils of respect and politeness toward others at all times. Teachers ensure that pupils are aware of the need to be honest, disciplined and take responsibility for their actions. Discussions about behaviour have a clear focus on the consequences for others of any one person misbehaving. Pupils therefore develop a clear sense of right and wrong. The school provides a wide range of interesting work supported by visits and visitors which contribute well to pupils' understanding of their own and others' cultures and traditions.

Example of outstanding practice

Provision for spiritual development in assemblies

In one excellent assembly the teacher recalled the story of a man escaping from Poland during the last war. The man was given two hours to escape as the German forces approached his village. The man had few possessions, but they included a violin. Placing a high value on his violin he decided to take it with him. Pupils were enthralled by the story. The teacher explained that the man was his grandfather. However, pupils were struck with awe and wonder when the teacher produced the very same violin and played it superbly for them. The story made a significant impact on the pupils. This assembly was inspirational, emotional and thought provoking. It is an assembly the pupils will never forget.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.2	School data	1.0
National data	5.4	National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
93	1	0
3	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 quality of education provided by the school is **good**. Teaching is good overall. The curriculum provided for pupils in Years 1 to 6 is good. However, the curriculum provided for pupils in the reception class is unsatisfactory. Provision to ensure pupils' care, welfare, health and safety are good and the partnerships formed by the school with parents and the community are very good.

Teaching and learning

The quality of teaching is good. Teaching and learning in the reception class are satisfactory. In Years 1 and 2 teaching and learning are very good and in Years 3 to 6 they are good.

Main strengths and weaknesses

- The partnerships between teachers who share the teaching of a class are very good.
- Teachers' specialist subject knowledge is used well to promote effective learning.
- The contribution made by teaching assistants is also very good.
- Procedures to assess the attainment and progress of pupils in subjects other than English, mathematics and science are unsatisfactory.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	6	12	5	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.

8. The quality of teaching has improved since the time of the last inspection and is leading to improvement in standards and better learning. Teaching in the reception class is satisfactory, although basic skills in communication, language and literacy and in children's mathematical development are taught well. However, there are weaknesses that make planning unsatisfactory. This is because not all the parts of each area of children's learning are acknowledged in planning and some important areas are missing.
9. Each of the classes in Years 1 to 6 is taught by teachers who job-share. This brings massive advantages for pupils' learning because teachers plan together well and share their ideas. This means teachers focus on those subjects in which they feel especially confident and have expertise, for example, in the teaching of mathematics in Years 5 and 6 and in the teaching of extended writing to all pupils in Years 3 to 6. In some lessons the teaching of extended writing is excellent and is leading to improving standards.
10. Relationships between pupils and their teachers are very good and teachers have high expectations of how well pupils will apply themselves to their work and behave. Teachers also encourage and engage pupils very effectively. In response to this pupils work hard and apply themselves well to their learning. Pupils work well together in small groups, often discussing their work productively and helping each other. Many older pupils are also becoming increasingly independent and sustain their commitment well when they are required to work alone.
11. In addition to the very effective partnerships that are evident when teachers work together, the partnerships between teachers and teaching assistants also make a very positive contribution to pupils' learning. Teaching assistants make a very good contribution to the good progress made by pupils with special educational needs. They also support pupils' learning in English

very well, for example, when leading groups in early reading research activities in Years 1 and 2.

12. Procedures for assessing pupils' attainment and progress in English, mathematics and science have improved well since the time of the last inspection. When English is taught in Years 3 to 6 teachers are very good at informing pupils about how well they are doing and about what they need to do to improve further. However, not enough is done to assess pupils' attainment and progress in subjects other than English, mathematics and science.

The curriculum

The school provides all pupils with a **good** range of learning opportunities. Some aspects of curriculum provision are **very good and aspects of the Foundation Stage curriculum are unsatisfactory**.

Main strengths and weaknesses

- Provision for pupils' personal, social and health education is good.
- The school ensures that provision for equality of access and opportunity for pupils is very good.
- There are a very good number of support staff who make a very positive contribution to pupils' learning.
- There is good provision for pupils with special educational needs.
- The school accommodation is very good with the exception of that for the Foundation Stage.
- The curriculum and resources for the Foundation Stage are unsatisfactory.

Commentary

13. The school's curriculum meets statutory requirements. Subjects are well planned and themes and projects are soundly based on national curriculum guidance. The school has two year groups in every class so each subject, except English and mathematics, has a two year programme. This ensures that in their second year pupils tackle new work. The requirement for collective worship is met and the locally agreed syllabus for religious education is implemented. Most teachers' termly planning is detailed and comprehensive. Enrichment through extra-curricular opportunities is well planned and makes a very effective contribution to pupils' learning. For example, each class has a programme of visits and visitors each term, encompassing a wide range of places of worship, historical places of interest and different environments.
14. The school has a very strong learning ethos which both challenges and supports pupils. There is a clear understanding that all are valued for who they are and a recognition that at different times each person, child or adult, will find some things difficult. Consequently pupils welcome support and all staff are seen as responsible for helping pupils learn. Support staff are particularly good at reinforcing this through comments such as 'I always find this difficult and I often miss my turn' before the start of a challenging oral maths game. All classes have a teaching assistant and they provide very good support to pupils and work in full partnership with teachers. They are well trained, knowledgeable and very committed. All staff know pupils well, recognise when work is difficult and intervene with good additional advice, encouragement and support. In-class and specialist support for pupils with special educational needs is good and ensures they make good progress. Over time several pupils improve to such an extent that they come off the school's special educational needs register altogether. Some specialist resources are rather dated.
15. The school accommodation has been significantly extended and improved and is maintained very well by the cleaner in charge. All rooms, except the Foundation Stage classroom, are bright, airy and spacious. There is sufficient room to ensure pupils have good access to satisfactory resources and a variety of activities. In contrast the reception class, the smallest

class in the school, has the smallest room. It is too small to allow for a suitable range of activities and many resources cannot be stored in the room which limits children's opportunities. For example, to do creative activities the staff and children must use the Years 1 and 2 classroom as there is no water in their own room. Toilets are situated outside the classroom, leaving reception children to go along the corridor of the main school unaccompanied. The room is some distance from the outdoor play area which is also unsatisfactory. It provides too little usable space for pupils to engage in a range of physical activities and it is not possible to have access to the full benefit of an outdoor classroom. There is no covered area and for much of the year the grassed area is a muddy mess and unusable. Resources for the Foundation Stage are limited and quite old and worn. There are too few resources to stimulate creative play inside and outside.

16. The Foundation Stage team do as well as they can managing the difficulties imposed by the accommodation. A natural response has been to impose a teacher-directed diet of taught lessons rather than the full range and breadth demanded by the Foundation Stage curriculum. Consequently planning is unsatisfactory and not related directly to the Early Learning Goals.

Care, guidance and support

The provision for pupils' care, welfare and safety is **good**. They are provided with **good** support, advice and guidance and the strong caring ethos in the school ensures they are very well looked after. The school involves pupils **well** through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The individual care pupils are given is of a high standard and their welfare needs are quickly and sensitively dealt with.
- Pupils' views are valued and they are fully involved in decision making on issues affecting them.
- There is good monitoring of pupils' personal development, because relationships in the school are very good and pupils are well known by all staff.

Commentary

17. This is a school where pupils are well known to all staff. It has a family feel and a happy secure atmosphere. Relationships are very strong and there is always someone pupils can turn to, for help. The standard of care, especially regarding pupils' welfare and health needs, is very high. Due attention is given to health and safety measures and child protection procedures are secure.
18. In particular, teaching assistants are especially in tune with children's welfare needs and are often the ones who quickly notice if there is something wrong, such as those feeling off colour. In a similar vein, pupils' individual personalities are well known and, as a result, the school's monitoring of their personal development is good. This shows itself in the incisive comments teachers write on pupils' annual reports.
19. Pupils' views are valued and their opinions listened to. Through class and the whole school council, they make sensible suggestions, such as the current idea of having a rota for football in the playground. They were very involved in designing the millennium wall and new school garden.

Partnership with parents, other schools and the community

Relationships with parents are **very good**. The school's involvement in the local community, especially church and village, is very good. There are **satisfactory** contacts with other schools and colleges.

Main strengths and weaknesses

- Parents support the school well and many have chosen it especially for its small family feel and caring Christian outlook.
- Relationships between home and school are warm and friendly.
- Information for parents is very good, especially newsletters and annual reports.
- There is particularly good practice in the use of parents' focus groups to find out and act upon their views.
- The school puts a lot of effort into establishing different kinds of community involvement, especially with the village and church.

Commentary

20. Parents are pleased with the school. Many have chosen it for their child because it is a small school with a family feel and a caring Christian approach. It continues to grow in popularity. Relationships between staff and parents are warm and friendly. The headteacher is very approachable and teachers easily accessible. The quality and quantity of information for parents have improved considerably in recent years. Of special note are the informative annual reports which teachers take great care with. This shows itself in the in-depth comments recorded.
21. Another significant area of good practice is the way the school uses 'focus groups' to find out what parents think. Using a successful mixture of open forums and meetings to which parents are invited, helps to involve those parents who would not normally come forward and express their views. Meetings are always very constructive. The school now sends out an annual calendar of events and educational visits, because parents asked for one to be produced. Parking concerns have recently been discussed and the school (and pupils too!) is working with the police and road safety officer on this problem. The newsletter is a well produced, interesting read and helps keep parents informed about current school developments.
22. Improving the school's contact between village and church has been the headteacher's and governors' priority in recent years. There is a very good partnership with different members of the wider community. Some initiatives have been tried, but have not been quite as successful as the school had hoped. Other initiatives, such as church members helping in school, are working well and holding extra school services in the church is becoming a more established practice. Local residents come to assemblies and the tradition of pupils who visit the 'Busy Bees' group of older residents, described in the previous inspection report, still continues apace. The mixing of younger pupils with older residents helps the pupils to socialise and understand life from someone else's perspective.
23. There is a satisfactory level of contact between the school and the main secondary school to which pupils transfer. They benefit from the secondary school's performing arts status, which has seen pupils benefit from extra language, music and mathematics teaching, with new performing arts opportunities in the pipeline.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. The headteacher and governors provide **very good** leadership.

Main strengths and weaknesses

- The headteacher inspires all in the school to give their best.
- Governors are committed and hardworking, and are very supportive of the school.
- There is a clear direction for the work of the school resulting in a good understanding of the school's strength and weaknesses by the subject co-ordinators.
- There are very good approaches to financial management.

Commentary

24. The headteacher provides very good leadership and manages the school very well. He commands a high level of respect and appreciation from pupils, parents and staff. He gives a clear lead to the school's ethos of living and loving. This creates an atmosphere where all are comfortable and very willing to take on new roles and responsibilities. He gives staff and pupils the confidence to try new things and not to be afraid to struggle. This promotes a very good climate for learning where all have high self-esteem and confidence in their capabilities. The headteacher is committed to ensuring that pupils learn to be good citizens as well as seeking to achieve their highest potential and promotes inclusion very well. The success of his leadership and management is seen in the smooth day-to-day operation of the school, the consistent application of the school's values and the good quality of education the school provides. Pupils strive to do their best and this coupled with good staffing levels and good teaching, enables them to achieve well.
25. The governance of the school is very good. Governors play the role of 'critical friend' to the headteacher and his colleagues very well. They are also very supportive of the school and have a very good understanding of all aspects of its work. This good understanding is based on effective procedures for monitoring the quality of provision. An excellent feature of the work of the governing body is the way in which, in partnership with the headteacher, they managed successfully the building programme, resulting in the very good accommodation.
26. There is a thorough school development planning process which ensures all have a clear vision of the strengths and weaknesses of the school. Strategic planning is matched to the school's aims. The school improvement plan is comprehensive and clearly focused on raising attainment in core subjects. Subject co-ordinators lead and manage their subjects well. The management of the Foundation Stage is satisfactory. The co-ordinator and the team have a clear view of the difficulties created by unsatisfactory accommodation and its impact on the curriculum. They have a clear vision for what is needed in the long term and have some interim plans in place. Weaknesses in the planning of the Foundation Stage and resources result from insufficient recognition of this stage of learning as a key stage. Staff have not had sufficient training and support to fully recognise and implement changes in the curriculum planning.
27. There are good levels of very experienced and efficient office and financial support staff. The office staff have a very clear understanding of their roles and responsibilities and a good working knowledge of the budget. Governors are well informed about the budget and there are regular monthly and three monthly checks by an appointed governor. The principles of best value are implemented satisfactorily. The school is supporting expenditure on staffing from its carry forward from the previous year as funding has been tight. The amount shown as the balance carried forward to the next year includes amounts earmarked for major building work and formula capital. The school provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	341,195
Total expenditure	291,789
Expenditure per pupil	3,279

Balances (£)	
Balance from previous year	55,056
Balance carried forward to the next	49,406

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage has some **good** features but is **unsatisfactory** overall.

Main strengths and weaknesses

- The accommodation for the Foundation Stage is unsatisfactory and has a significant impact on the curriculum.
- Individual sessions are planned satisfactorily but the overall planning for the curriculum is poor.
- Children make a good start to their learning in personal, social and emotional development.
- Children's skills in writing and number work are developing well and in other areas of the curriculum they make satisfactory progress.

Commentary

28. There have been changes to the curriculum since the last report and the organisation of provision has changed dramatically. The school now recognises the Foundation Stage as a separate stage with a defined curriculum and there is a dedicated classroom. However, it is the smallest room in the school and is unsuitable for other classes with larger numbers. Even though there are only 15 children in the current reception year, the area is too small to accommodate the range and breadth of resources and activities required for this age group. There are no easily accessible toilets and the space provided for role-play is inadequate. Resources are too limited for all areas. However, staff make the best of what they have and borrow equipment from the Key Stage 1 class. Good use is made of the hall for physical activities and of the Years 1 and 2 classroom for creative activities once a week. The outside play area for the reception class is not accessible from the classroom, not sufficiently well resourced and too small.
29. The unsatisfactory nature of the accommodation places significant restraints on staff when planning the curriculum and teaching each area of learning. Staff provide a curriculum which is split into individual lessons more in keeping with the national curriculum than the Foundation Stage curriculum. Long term planning is poor because it does not plan for all areas of learning. Staff have had insufficient access to training and support to address the curriculum issues fully. The Foundation Stage co-ordinator and the teaching team have a clear view of what is needed but lack the finances to provide it. Small numbers of pupils and relatively high staffing ratios provide children with good support in their learning.

Personal, social and emotional development

Provision for this area of learning is **unsatisfactory** because there are insufficient opportunities for pupils to show initiative and develop autonomy. However, the children are **very likely to exceed the standards expected of them** in aspects of this area by the end of reception, because of good management by staff.

Main strengths and weaknesses

- All staff have good relationships with pupils and encourage them to do their best.
- Children have good relationships with adults and other children.
- They listen well and concentrate hard for extended periods.

Commentary

30. The quality of teaching in this area is good. Care has been given to the arrangement and setting out of the space available in the classroom so children do not feel too cramped. Staff place resources on tables for the children. This is because there is no storage space in the classroom. This practice limits the opportunities for children to become independent and responsible. The routines of the day are well established and children feel confident and secure. They enjoy learning and are usually engrossed in their activities and sustain concentration. There are good strategies to teach children to listen and follow instructions.

Communication, language and literacy

Provision in this area of learning is **good** in reading and writing but **unsatisfactory** in the development of wider opportunities for language development.

Main strengths and weaknesses

- Children make good progress in developing their writing and reading skills.
- There are missed opportunities for extending children's spoken language.

Commentary

31. The quality of teaching is satisfactory. Children are given a diet of literacy sessions in line with the school policy and good opportunities for supported writing. Good staffing levels mean children have a high level of assistance and consequently learn well in writing their name. Many children are beginning to write simple words and letters from memory and more able pupils are beginning to construct simple sentences. However, staff are not successful in promoting children's ability to find words and letters for themselves. Early reading research sessions, in line with those in Key Stage 1, give children a good understanding of sounds and help their reading. Children use books confidently and a number are likely to exceed expectations for their age in reading and writing due to a strong focus on these areas. Role-play is insufficiently well developed or supported by resources to inspire children's imagination. There are too few opportunities for children to discuss what they think and feel. Often questioning from staff requires only a one-word answer.

Mathematical development

Provision is **good**. Most children are likely to achieve the expected standards for their age and several may exceed.

Main strengths and weaknesses

- The children's achievements in numeracy are good.
- The use of rhymes and opportunities to use mathematical language in other activities is underdeveloped.

Commentary

32. The quality of teaching is good and staff have a secure knowledge of this area of children's learning. Children count confidently to 20 and back. Good use of the reception stage booklets from the school's mathematics scheme ensures all pupils consolidate their oral work and learn to recognise and write numbers correctly, and many are able to do simple additions correctly. Children recognise simple two-dimensional shapes and learn the basic language of measurement, such as shorter and taller. Staff use good clear questioning and correct mathematical vocabulary when teaching the children directly. There are missed opportunities

to teach mathematics through rhymes, role play and other activities and to ensure children actually speak and use mathematical vocabulary themselves.

Knowledge and understanding of the world

Provision is **satisfactory**. Children are likely to achieve the expected standards in this area of learning.

Main strengths and weaknesses

- Interesting discussions develop children's knowledge.
- Children achieve well and have good support and access to information and communication technology.

Commentary

33. Staff plan interesting discussions with children. For example, they teach children about the importance of recycling and what materials can be recycled. They learn through experimentation which objects are magnetic and which are not. Resources for information and communication technology are satisfactory. The children are very confident in using computers and do so with care and accuracy. They are guided in the use of a paint program to use facilities such as lines, fill and spray gun. The impact of some of the activities on children's learning is reduced because much of it is second hand and there are, for example too few opportunities to view the outside world, such as the weather and the changing seasons, because the windows in the room are well above children's sight line and children cannot easily get outside.

Physical development

Provision is **satisfactory**. Children are likely to meet the standards expected of them, especially when using the small movements and control necessary for writing.

Main strengths and weaknesses

- There is satisfactory provision for teaching children to control small utensils such as pencils and brushes.
- Provision for large movements in physical education is satisfactory due to the use of the hall for physical education sessions. However, the area for outdoor play is too small to promote development in this area of learning.

Commentary

34. Children are provided with satisfactory opportunities to use small equipment such as pencils, brushes and building bricks. They develop good control of the computer mouse. There is good use of the hall for using apparatus such as hoops and balls and to play chasing games. The quality of teaching is good and the staff provide good demonstrations and clear teaching points. There are opportunities for pupils to ride bikes but the area is too small to provide extended exercise. When the outdoor provision is used there are too few planned activities and support. The area is too small to give pupils access to climbing apparatus.

Creative development

Provision is **satisfactory**. Children are likely to achieve the expected standards in this area of learning.

Main strengths and weaknesses

- The staff make good use of the Key Stage 1 classroom to provide a range of activities.
- There is too little focus on supporting and challenging children's learning when engaged in non-teacher directed activities.

Commentary

35. The quality of teaching is satisfactory and children make sound progress overall. There are focused opportunities for pupils to learn to mix paint and they recognised primary colours. There is too little attention devoted to developing pupils' imaginations and language during role play sessions. Resources are well organised and prepared and children can select activities and the materials they want to use. There is too little adult support to extend pupils' learning sufficiently, for example when building with wet sand or playing musical instruments, as both staff are fully engaged in focused activities with a few children for too long.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in reading and writing by the end of Year 2 are above average.
- Standards by the end of Year 6 are improving and throughout the school pupils achieve well.
- The quality of teaching in Years 1 and 2 is good. The quality of teaching in Years 3 to 6 is very good.

Commentary

36. Throughout the school, pupils achieve well in speaking and listening. Teachers use questions very successfully to ensure that pupils consider the answers they give carefully. As a result, during discussions, pupils often give correct extended answers to questions that involve the use of several sentences and interesting adjectives. Pupils apply these good speaking and listening skills well in subjects such as science and history.
37. Standards in reading are above average at the end of Year 2. They are currently average at the end of Year 6, but are clearly improving. Throughout the school pupils are enthusiastic readers and are eager to share their enthusiasm for the books they have read. Teachers maintain clear records of pupils' progress in reading in partnership with parents. These records are shared with pupils and motivate them to do well. Younger pupils and those with special educational needs are frequently listened to when they read. When this happens they receive good support from teaching assistants and from parent helpers. This support is very effective in helping pupils' reading to improve
38. Pupils in all years are provided with good opportunities for writing and use them well. Teachers apply the principles of shared writing, as advocated by the National Literacy Strategy, very effectively. The writing of younger pupils benefits greatly from the good support they receive to learn to spell correctly. They are taught well to recognise and say the sounds of letters and combinations of letters correctly. They are often taught to do this by teaching assistants who do it very well. The teaching of extended writing in Years 3 to 6 is excellent. Pupils make very good progress which is leading to improving standards. Pupils' writing is improving because they are given clear information about how well they are doing and what they need to do to improve further. The handwriting of many pupils is developing well and the majority of younger pupils have handwriting that is legible and joined. However, the handwriting of some older

pupils is not as neat as it should be. The content of what they write is good, but their presentation is untidy.

39. The leadership and management of the subject are good. The co-ordinator and her colleagues have looked closely at the performance of pupils and given careful consideration to how standards might be improved. An example of this is evident in the way in which pupils have opportunities to apply the skills they acquire in extended writing. This is taught by one teacher to all pupils in Years 3 to 6 and works very successfully.

Example of outstanding practice

The teaching of extended writing to a class of pupils in Years 5 and 6

Pupils understand and can write successfully in a range of genres, recalling previous writing opportunities with great enthusiasm. The reason for their success is that they understand the quality of their writing and how to make it better. Their success as writers is celebrated by their teacher and by each other. Emotions are high, to the extent that tears are shed, when a pupil reads his story about the death of a pet. The teacher shares a range of stories that pupils have written with the class and asks pupils to evaluate why the writing is good and how it might be improved. Pupils do this with great knowledge and sensitivity. The teacher shares her evaluation of the quality of the writing and viewpoints are compared. This process extends pupils' knowledge and understanding very well.

Language and literacy across the curriculum

40. Language and literacy are used well to support pupils' learning across the curriculum and there are good opportunities for pupils to apply the skills they learn in literacy lessons in other subjects. Good opportunities to speak and listen are frequently evident in a range of subjects, such as religious education, personal and social education and citizenship. Pupils are also successfully encouraged to use the correct language in subjects such as mathematics and science. There are good opportunities for pupils to write in subjects such as religious education and history. Pupils use these opportunities well.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Mathematics is an improving subject.
- Standards are above expectations for Key Stage 1 pupils.
- Pupils in Key Stage 2 achieve well and standards are rising.
- The quality of teaching in the numeracy hour is good and often very good.

Commentary

41. Standards are much improved over time. The last inspection report stated that standards at both key stages were below national averages and were showing no significant signs of improvement. Standards at the school are affected by small numbers of pupils taking the tests each year which means each pupil represents a larger than average proportion. Consequently the results of one or two pupils can have a significant effect on the overall statistics. Not all pupils who take Key Stage 1 national tests at the school continue right through to the national test at 11 years. Test results for pupils aged seven have been improving each year at a greater rate than is seen nationally. The 2003 test results for 11 year olds also rose significantly last year and the school's targets and teachers' predictions indicate that standards will be at least maintained and are expected to rise in 2004. The improvement is due to consistently good or better teaching and effective implementation of the numeracy hour.

42. In 2003 Year 2 pupils' test results were above the national average. All pupils, including those with special educational needs, achieved the expected level. Observations of lessons during the inspection and scrutiny of pupils' work shows that standards are above national expectations and that they make good progress in their learning. Good and very good teaching gives pupils confidence to tackle challenging work. Teachers and teaching assistants have an enthusiasm for mathematics that creates a positive climate for learning which aids pupils' progress. Pupils work well together on a range of practical tasks.
43. Over time standards have been consistently low in national test results for 11 year olds. Last year's results, however, showed good improvement. Pupils had made very good progress because the school's Key Stage 1 tests result for this year group had been well below the national average. Scrutiny of pupils' work indicates that standards in Years 5 and 6 are similar to those expected for this age but again pupils are achieving well from a low base. The impact of rising standards in Key Stage 1 can easily be seen in Years 3 and 4 where standards in the lesson seen were above national expectations. Pupils continue to achieve well due to very good and challenging teaching.
44. Overall teaching is good and often very good. Teachers are well organised and plan their lessons thoroughly. There are good levels of support with a teaching assistant in every room and relationships are consistently very good. A significant factor in ensuring all pupils rise to the challenge of the lessons is the clear working partnership between teachers and very good, knowledgeable teaching assistants. This ensures that pupils get good quality support as and when they need it. Teachers ensure that pupils with special educational needs are fully included and supported well. Key Stage 1 teachers make good use of a commercial scheme for pupils to tackle and record a variety of mathematics. However, they ensure that this takes only as long as it needs and that practical and challenging activities and investigations extend their understanding. There are missed opportunities to record what they have found out. Teachers plan effectively for different ages but do not always make explicit the strategies for supporting pupils with special educational needs and providing challenge for the pupils who are the most competent middle achievers.
45. In Years 3 and 4 pupils are grouped by ability and the teacher provides a range of challenging oral, mental and written tasks. There is very good attention to ensuring all pupils understand the steps involved in solving money problems through discussion of the process and some examples. This gives them a high level of confidence in tackling their work and promotes effective learning. The Year 5 and 6 teacher provides pupils with good explanations of the purpose of the mental calculation assessment tests and how to tackle them. The tests are administered at a good pace by the teacher and teaching assistant. Their approach gives the occasion an importance to which pupils respond with intense concentration and try their best even though many of them find the task challenging.

Mathematics across the curriculum

46. Opportunities for pupils to apply the skills they learn in mathematics in other subjects are good, and pupils respond well. In science they record the findings from their investigations well, using graphs and charts. In geography older pupils record mathematical data from their research thoughtfully and correctly. Opportunities for younger pupils to apply their counting skills in subjects such as music are good.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and the quality of teaching is good.
- Pupils work well when they undertake scientific investigations.
- The leadership and management of the subject are good.
- Assessment procedures applied at the end of Year 2 often fail to identify higher attaining pupils.

Commentary

47. Standards by the end of Years 2 and 6 are average. However, the provision of a revised scheme of work and the use of teachers' specialist knowledge indicate that standards are likely to improve once these measures have had time to make an impact on pupils' learning.
48. In Years 1 and 2 teachers link pupils' learning in science to their learning in other subjects well. Pupils sort materials into groups that identify if they are natural or artificial and use the correct scientific language to describe the texture and properties of materials. This work is linked effectively to that undertaken by pupils in food technology. Pupils in this age group achieve well because they are given clear structures in which to record the findings from the investigations that they undertake. They also benefit from teachers' helpful marking of their work which provides them with advice about how they can improve.
49. Pupils in Years 3 and 4 show satisfactory understanding of the principles of warming and cooling when they investigate which insulating materials enable ice cubes to remain intact for the longest time. As they did this work they showed sound understanding of what they needed to do to ensure their investigation was fair and their results were valid. In Years 5 and 6 teachers continue to ensure that pupils understand the principles that need to be applied to undertake valid scientific investigations. During the inspection a very good lesson enabled pupils to acquire a clear understanding of the principles of buoyancy, to the extent that pupils showed clearly that they understand how these principles relate to gravity. This work was matched very well to the range of abilities in the class, enabling pupils to achieve well. In Years 5 and 6 pupils' work in science is linked well to their work in English. Pupils have written poems in various styles about the water cycle and the need to preserve the world's resources for future generations.
50. Procedures to assess the attainment and progress of pupils in Years 3 to 6 are satisfactory. However, the assessment procedures used at the end of Year 2 are unsatisfactory and often fail to recognise the award of the higher Level 3 to those pupils who have clearly attained that level.
51. The leadership and management of the subject are good. The subject co-ordinator is very enthusiastic and provides good support for her colleagues. This includes the provision of a scheme of work that fits the needs of the school and its pupils very well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils achieve well and the quality of teaching is good.
- The school has made good use of the available resources to develop provision for the subject. Consequently improvement since the time of the last inspection is good.

- Leadership and management of the subject are good.
- Procedures to assess pupils' attainment and progress are unsatisfactory.

Commentary

52. By the end of Years 2 and 6 standards are in line with those expected and pupils achieve well. This is because the quality of teaching and learning is good. Pupils in all year groups have a range of work stored on computers that meets the requirements of the curriculum satisfactorily and many pupils are becoming increasingly confident in their use of computers. Teachers also ensure that the work they provide for pupils is matched to the full range of abilities in the classes they teach.
53. Pupils in Years 1 and 2 use computers satisfactorily to word process their work in English, finishing off words and sentences correctly and re-ordering sentences, by cutting and pasting, to ensure their meaning is correct. These pupils also use painting and drawing programs with satisfactory confidence.
54. The oldest pupils develop PowerPoint presentations competently on a range of topics that are linked well to their learning in other subjects. These include a presentation on the historical significance of features of the church that adjoins the school and coverage of the recently completed building programme that has transformed the accommodation of the school. In Years 1 and 2 and in Years 3 to 6 the learning opportunities that teachers provide ensure successfully that pupils have access to all aspects of the ICT curriculum that are expected for their age.
55. The leadership and management of the subject are good and the headteacher has worked effectively to ensure that the available resources to support pupils' learning are used well. This includes a small computer suite that is accessible and used well by all classes. Teachers and teaching assistants are becoming increasingly confident in the use of ICT as a result of good training opportunities. The school does not currently have a satisfactory system for assessing and recording pupils' attainment and progress. This is recognised by the school and an evaluation of the suitability of possible systems is currently being conducted.

Information and communication technology across the curriculum

56. ICT is used satisfactorily to support pupils learning in other subjects across the curriculum. In all years ICT is used well to support pupils' learning in English, especially in the use of word processing to help pupils to present their work well. There are examples of ICT being used well, especially by older pupils to support their learning in religious education and history.

HUMANITIES

No teaching was seen in religious education or history and judgements about the provision in these subjects are based on samples of pupils' work and on discussions with pupils and their teachers. Only one lesson was seen in geography.

Geography and history

Provision in geography and history is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well and the quality of teaching and learning is good.
- Pupils with special educational needs make good progress.
- Good use is made of the locality and of educational visits to support pupils' learning.
- Arrangements to assess pupils' attainment and progress are unsatisfactory.

Commentary

57. By the end of Years 2 and 6 standards in geography and history are in line with those expected for pupils' ages. Pupils achieve well and the quality of teaching and learning in both subjects is good.
58. Teachers make good use of the locality and of educational visits to support pupils' learning. Visits to the local church are made regularly. The church and the school grounds, which adjoin each other, both hold features of historical significance. Pupils are aware of this and express their pleasure and understanding at being so close to 'real' history on a daily basis. Educational visits to places such as Colchester Castle, West Stow and the Maritime museum help pupils to understand the historical significance of these places satisfactorily. In geography pupils visit Aberton reservoir to study the environment and a seaside location that can be contrasted with where they live. These visits promote satisfactory levels of geographical understanding for pupils' ages.
59. Pupils in Years 3 to 6 have a good knowledge of maps and can relate where they live accurately to other places in Britain, Europe and the world. Teachers link the work that pupils cover in geography and history effectively. In Years 3 and 4 when pupils consider the impact that Anglo Saxon settlers had on the country they also look at the reasons why particular sites were chosen for the building of villages. Pupils understand these reasons well.
60. The leadership and management of these subjects are satisfactory. Arrangements to assess and record pupils' attainment and progress and to compare this with national expectations are unsatisfactory. However, teachers do mark pupils' work thoroughly and keep them informed about what they need to do to improve.

Religious education

Provision in religious education **is good**.

Main strengths and weaknesses

- Pupils achieve well and the quality of both teaching and learning is good.
- Strong links with adjoining church help pupils to understand important religious celebrations and significant events.
- The school provides pupils with a good understanding of other religious traditions and beliefs.
- Arrangements to assess pupils' attainment and progress are unsatisfactory.

Commentary

61. By the end of Year 2 standards are in line with those expected by the locally agreed syllabus for the subject. By the end of Year 6 standards exceed those expected. Pupils in all years achieve well and the quality of teaching and learning is good.
62. The proximity of the local church is used to great advantage by the school. The building is used regularly for services and celebrations by the school. Pupils appreciate the beauty and history of the church. This helps them to understand the importance of significant Christian festivals well and contributes very well to their spiritual and cultural development.
63. The school has a strong Christian ethos which is evident in much of its work. The headteacher and staff ensure that assemblies are used well to support pupils' learning in religious education and to support their spiritual and cultural understanding. Great care is taken in all years to ensure that pupils have a good understanding of the traditions and beliefs of other world religions, such as the Jewish and Muslim faiths.

64. The leadership and management of the subject are good. The subject co-ordinator has worked very effectively to adapt the locally agreed syllabus to fit the needs of the school and its pupils. This work is proving very helpful and is valued by colleagues. Arrangements to assess and record pupils' attainment and progress and to compare this with national expectations are unsatisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Due to a strong focus during the inspection on other subjects, it has not been possible to make full judgements in physical education. Design and technology is not taught this half term and limited evidence was available.

Art and design

The quality of the provision for art and design is **satisfactory**.

Main strengths and weaknesses

- The subject is well planned.
- Standards for pupils aged seven years are above national expectations.
- The range and quality of work in Years 3 to 6 is unsatisfactory and standards, by the end of Year 6, are below those expected.
- Opportunities for older pupils to evaluate their own work and that of others are too limited.

Commentary

65. The curriculum is well planned. However, the quality of pupils' experience is dependent on the teachers' knowledge of the subject. Where a lesson was taught by the co-ordinator in Year 2 the quality of teaching was very good. Very good preparation of resources and very clear explanations ensured pupils explored several different weaving techniques. They compared various looms and explained what they found difficult and why. In a lesson in Year 6 the task was a simple colour mixing skills activity. Given their age this should have been an easy task but proved challenging as pupils' experience is limited. They learnt to create tones and tints from one base colour and practised their painting skills. Scrutiny of their sketch books and work on the wall indicated that experiences are limited across the key stage and standards achieved are unsatisfactory.
66. The school presented sketch books as evidence of older pupils' art experiences. There is no clearly defined rationale for these books and they include drawings and sketches for a variety of subjects, including preparation work for design and technology and information and communication technology. Work is not labelled to show which subject or theme it is nor is it dated. Pupils' work is unmarked and rarely is there any explanation or evaluation of what they have done. There is insufficient use of new technology to record work other than simple initial sketches. Pupils' understanding and use of pencil and direct observation are limited and there is little evidence of experimentation with other materials.

Design and technology

It is **not possible to judge** the overall quality of the provision for design and technology.

Main strengths and weaknesses

- The work is well structured and planned.
- There is too little focus on ensuring work is fully recorded.

Commentary

67. Design and technology is planned in half-termly blocks of work and alternates with art and design themes. No lessons were taught during the period of the inspection. The subject is well planned with a clear schedule of projects covering the requirements of the national curriculum. The subject co-ordinator has planned the projects in line with national guidance. There is a two-year cycle of projects to accommodate mixed age classes. This ensures that during a pupil's second year in a class new work is tackled.
68. Very little work was presented for scrutiny apart from preliminary work in sketch books and some work in classrooms. In their books the work was not identified as design and technology nor was there any reference to the objective for the lesson or project. In some cases pupils had written clear instructions, for example, when making biscuits with different ingredients and evaluated the biscuits for shape and texture. However, work is not regularly evaluated, marked or assessed by the teacher. There is insufficient use of new technology such as a digital camera for pupils to record and evaluate their work as it progresses.

Music

The quality of the provision for music is **good**.

Main strengths and weaknesses

- Pupils across the school enjoy singing and perform well.
- Standards are above national expectations
- The quality of teaching is good.
- Opportunities for pupils to record their compositions and their thoughts and ideas are sometimes missed.

Commentary

69. Standards in singing are well above those usually heard from primary school pupils. In assemblies all pupils sing confidently, maintaining very good rhythm and phrasing so that every word can be heard clearly. They clap the rhythm of the song accurately and fit actions to words in time with the music. They clearly enjoy their singing and hold a melody. There is a very strong sense of community spirit and performance in assemblies aided by enthusiastic adult participation. Singing is further promoted by an extra-curricular choir. Pupils choose to go rather than being selected on ability which is also the case for the Christingle percussion practice groups.
70. Two lessons were observed in Years 1 and 2 and in Years 5 and 6. In both lessons pupils' standards of attainment were above average. Lessons were characterised by a fast pace and high expectations. Where the lesson is taught by the music co-ordinator the quality of teaching was very good. There is a clear ethos that sometimes things are difficult and it is alright to be a little embarrassed. However, the teacher's very clear enthusiasm and enjoyment of singing and moving to a rhythm captured pupils' interest and ensured they tried their best. It was a challenging song accompanied by percussion instruments and some pupils succeeded in playing a downward scale accurately. In the other lesson the meaning of ostinato and what pupils were to learn were clearly explained at the beginning of the lesson. The teacher gave confident demonstrations of each rhythm which made up the layer sound of tapping their knees. Pupils' performance improved through good instruction and practice. They responded well to the challenge and performed their separate parts from memory or simple notation. Working together well they gave a very creditable performance of a complicated rhythm.
71. Much of the music work is aural but there are no music books for pupils to record their thoughts and feelings about music and the work of other musicians. There is also little

evidence of pupils recording their compositions. In assemblies there are missed opportunities to promote appraisal of music, as the music they listen to is not introduced or explained. Pupils enjoy and respect other pupils' and adults' ability to play instruments.

Physical education

It is **not possible to judge** the overall quality of the provision for physical education.

Main strengths and weaknesses

- Standards in games and gymnastics are in line with expectations.
- The school makes good use of outside providers and they give good support to pupils' learning.

Commentary

72. Only one lesson observed was taught by a teacher. Years 5 and 6 pupils understand the need for gentle exercise to warm up their muscles at the beginning of the lesson, and responded well to good demonstrations and challenges from the teacher. They were imaginative in finding different ways to propel themselves across the floor in symmetrical and asymmetrical shapes. They developed these into a sequence and transferred the movements to mats and benches. Their movement showed satisfactory control and precision of movement, with fluency in the sequences developing with practice.
73. The school is supported by two professional clubs. One teaches cricket in the summer and the other provides football and basketball training in lessons as well as extra-curricular clubs. Two sessions were led by a professional footballer supported by the teachers. The sessions were well organised and challenged pupils' fitness levels. They learnt how to bounce, dribble and pass balls correctly. The pupils enjoyed their sessions and listened attentively to the coach, especially when he explained why he has chosen two people as players of the match.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only two short observations of this curriculum area were possible during the inspection. However, from these and a scrutiny of planning files and displays it is clear that the provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The provision is well planned and pupils are encouraged to take responsibility and show initiative.
- Pupils respond well and grow in confidence and the ability to make reasoned decisions and express their opinions.

Commentary

74. The school places a clear emphasis on promoting personal, social and health education. It is planned as citizenship and risk taking. The quality of long term planning is good. There are half termly themes over a two-year cycle. This takes good account of the school's organisation and ensures that new work is tackled during a pupil's second year in a class. Teachers are well prepared and use an interesting range of topics to help pupils ask and answer challenging questions. For example, in Year 2 pupils learn to make decisions about safe places to play. They appreciate that their answers may depend on a number of factors and that a right or wrong answer is not always obvious. They understand that whether a place is deemed safe to play or not may depend on the circumstances, such as being accompanied with an adult. Pupils have a clear understanding of the responsibility of living in a community. They take roles they are given seriously and are always willing to help.

75. In Year 2 pupils listen attentively to their teacher and the views of other pupils. They explain what they had considered when making their decisions. Older pupils show increased maturity and greater depth of understanding of roles and responsibilities when discussing current events. The teacher encourages and praises pupils who are keeping up to date with the news. Through effective questioning they realise that different papers such as a tabloid and a broadsheet may lead on very different articles and consider carefully why this is. They use their knowledge of events to analyse the meaning of complex political cartoons and understand the humour.

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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
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).

