

INSPECTION REPORT

WESTWOOD PRIMARY SCHOOL

Hadleigh, Benfleet, Essex

LEA area: Essex

Unique reference number: 115040

Headteacher: Mr John Oakshott

Lead inspector: Mr Paul Evans

Dates of inspection: 26th - 28th April 2004

Inspection number: 258390

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	380
School address:	Beresford Close Hadleigh Benfleet Essex
Postcode:	SS7 2SU
Telephone number:	(01702) 559 467
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Eileen Greenwood
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Westwood Primary School, Hadleigh, Essex, is a larger than average primary school which provides education for 380 pupils, 180 girls and 200 boys, aged four to 11 years of age. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. There are a number of pupils in the school for whom English is not their first language. However, whilst this number is slightly higher than in most schools, these children are not at the early stages of acquiring English and are truly bilingual. Whilst the school has good strategies to support such pupils, these are not required at present. The number of pupils on the school's special educational needs register is broadly in line with the national average, although the proportion of pupils with a statement of special educational need is below the national average. The main areas of need are dyslexia and social, personal and emotional difficulties. The school has a good level of commitment to the inclusion of all pupils, and those with special educational needs and those for whom English is an additional language achieve at the same level as their classmates. Attainment on entry to the school is well below average. The proportion of pupils, in Years 5 and 6, who did not join the school at the beginning of their education is above the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20737	Paul Evans	Lead inspector	English as an additional language Mathematics Information and communication technology Religious education
13874	Jane Chesterfield	Lay inspector	
20534	Nichola Perry	Team inspector	English Art and design Design and technology
26232	Chris Grove	Team inspector	Special educational needs Science Geography History
22113	Aileen King	Team inspector	Foundation Stage curriculum Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Westwood Primary School is a satisfactory school. The quality of teaching is satisfactory. The school gives a **satisfactory quality of education**. It provides satisfactory value for money. It is well regarded by pupils and parents. Children enter the school with low levels of attainment but, by the time they leave, their achievement is satisfactory. Children in the Foundation Stage are given a good start to their education. Pupils' attitudes and behaviour are good. The provision for their spiritual, moral, social and cultural development is good. The headteacher and the staff have a clear vision for the school. Since the headteacher joined the school, two and a half years ago, priorities such as pupils' attitudes and behaviour and the building of strong teamwork have been addressed well. Standards are rising slowly, but remain a key area for improvement. The headteacher's leadership of the school is good and the quality of management is satisfactory.

The school's main strengths and weaknesses are:

- Good teaching in the Foundation Stage.
- The use of evaluation data and the school's strategic planning are unsatisfactory.
- Pupils' behaviour and their attitudes to work are good throughout the school.
- The provision for pupils' care, welfare, health and safety is very good.
- Links with parents, the community and other schools are good.
- Standards in English are below average for all pupils.
- Attendance is below average.
- The use of information and communication technology (ICT) in the teaching of other subjects is unsatisfactory.
- Weaknesses in the school's accommodation affect learning.

Since the last inspection, the school has made **satisfactory** improvement. Pupils' attitudes to their work and their behaviour are now good. The school has a good team of teachers and support staff. Standards in national tests have improved slowly in mathematics but the school recognises that standards in English and science are not good enough and more work is needed. Provision for information and communication technology has been improved, as has the quality of teaching. All other issues raised in the last inspection report have been dealt with well or satisfactorily, except that more able pupils are still not challenged enough.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	D	D	D
mathematics	D	E	D	D
science	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 whose pupils attained similarly at the end of Year 2.*

Overall, pupils achieve satisfactorily. Children achieve well in the Foundation Stage. Pupils in Years 1 and 2 and those in Years 3 to 6 achieve satisfactorily, including those with special educational needs and those whose first language is not English. However, achievement of all pupils is hindered by weaknesses in the development of their reading and writing skills. Inspection evidence shows that achievement in science and mathematics is now satisfactory and by the time that they leave the school many pupils attain satisfactory standards.

Inspection evidence shows that when children join Year 1 their personal, social and emotional development is above the level expected for their age. Their communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development are below expectations. Their physical development is in line with what is expected. This represents good achievement from the starting point when they joined the school. Evidence from the inspection also shows that at the end of Year 2 pupils reach standards which are below average in English and average in mathematics. Standards in science are below average. Standards in religious education and music are in line with expectations and standards in ICT are above expectations. Inspection evidence shows that at the end of Year 6 standards in English, mathematics and science are now average. In religious education, ICT and music, standards are in line with expectations. Physical education, history, geography art and design and design and technology were sampled during the inspection and standards are not judged.

Pupils' attitudes and behaviour are **good** throughout the school and their spiritual, moral, social and cultural development is **good**. Levels of attendance are below the national average and are **unsatisfactory**. This has the effect of slowing the rate of learning for those pupils who do not attend school regularly.

QUALITY OF EDUCATION

The quality of the education provided by the school is **satisfactory**. **The quality of teaching and learning is satisfactory.** The quality of teaching and learning in the Foundation Stage is good. In Years 1 and 2, the quality of teaching and learning is satisfactory. In approximately a half of lessons seen, the teaching was good. In Years 3 to 6, the quality of teaching and learning was satisfactory. There was a wider range of teaching and learning than in Years 1 and 2. Across the school, there are shortcomings in the teaching of reading and writing. In all areas of mathematics, the quality of teaching is satisfactory, but there is good and very good teaching across the school. Systems for assessing and recording pupils' progress are unsatisfactory as not enough is written down and this has a detrimental effect on teachers' lesson planning. Although teachers match work to the levels of ability of groups of pupils, some pupils suffer because they are not given work that is sufficiently challenging. The school has good strategies for including all pupils in all activities. Pupils with special educational needs and those for whom English is an additional language make the same progress as their peers. Skilled learning support assistants support teachers well. The quality of the curriculum offered to pupils in the Foundation Stage is good; it is satisfactory in Years 1 to 6. There is a good range of extra-curricular activities, visits and visitors to the school which enrich the provision well. Pupils are very well cared for and receive good support and guidance. Procedures for child protection, health and safety are very good. The school has good links with parents, other schools and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher is good. Since he joined the school, several priorities, such as pupils' attitudes and behaviour and establishing a strong team of teachers and support staff, have been addressed well. The headteacher and other key staff run the day-to-day work of the school capably. The management of the inclusion of all pupils is good. The school's leadership is fully committed to improvement but the structure of management is too complicated and leads to confusion in the decision making process. Financial management is **very good**. The governors have a good understanding of the strengths and weaknesses of the school. They have a good partnership with the headteacher and hold the school to account well for its provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents consider that Westwood is a good school. Parents judge that they are well informed about how their children are doing and that the school reacts well to any bad behaviour. They feel that bullying is dealt with effectively. Parents judge that the use of homework to extend pupils' learning is

satisfactory. Inspection evidence supports these views. Pupils feel safe and secure in the school. There is always someone to go to when they need help and they appreciate the way that they are listened to and their views are acted upon.

IMPROVEMENTS NEEDED

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

- Raise standards in reading and writing. Set challenging work for more able pupils. Improve pupils' skills in scientific investigation and improve the way that ICT is used in the teaching of other subjects, throughout the school.*
- Improve assessment.
- Simplify the over-complex systems for leadership and management.
- Improve the school's accommodation.*
- Improve attendance.*

* These issues have already been identified, by the school, as areas for improvement and strategies are being developed or are in the early stages of implementation.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

All children in the **Foundation Stage achieve well**. Achievement in Years 1 and 2 is **satisfactory**. Standards in national tests at the end of Year 2 are average in reading, below average in writing and well above average in mathematics. Teacher assessments show that standards in science are below average overall. However the proportion of pupils reaching the expected level 2 and above was above average. Achievement in Years 3 to 6 is **satisfactory**. Standards in national tests are below average in English, mathematics and science.

Main strengths and weaknesses

- Achievement in the Foundation Stage is good.
- Educational inclusion is good.
- Standards in English and science are improving slowly.
- Pupils' achievement in mathematics is good.
- The development of reading, writing and its use in other subjects, and handwriting, is not good enough.
- ICT is not used well enough in teaching other subjects.

Commentary

1. Children achieve well in the Foundation Stage because of good teaching and the good curriculum they are offered. When pupils join the school, their attainment is well below what is expected for children of this age. By the time that they join Year 1, pupils have achieved well and their personal, social and emotional development is above the level expected for their age. Standards in physical development are in line with what is expected for their age when they join Year 1 but standards in all other areas of learning are below expectations.
2. The school works hard to include all its pupils in everything it does. It offers pupils with special educational needs a secure environment in which they can succeed. In classrooms, teachers enable pupils with special educational needs to achieve satisfactorily by matching tasks to their previous levels of attainment. Teaching assistants are effectively deployed to support these pupils. Pupils who are identified as gifted and talented are succeeding satisfactorily in line with their identified capability, although they are not always extended as much as they should be. The school has good strategies for supporting those pupils who speak English as an additional language. However, at present, all are truly bilingual and there is no need for extra support. These pupils achieve at the same level as their peers.

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

Standards in:	School results	National results
reading	15.5 (15.5)	15.7 (15.8)
writing	13.8 (14.5)	14.6 (14.4)
mathematics	17.1 (17.3)	16.3 (16.5)

There were 49 pupils in the year group. Figures in brackets are for the previous year.

3. In national tests at the end of Year 2 in 2003, standards in reading were average but standards in writing were below average, when compared to all schools nationally. In mathematics, standards were above average. Teacher assessments showed that standards in science were below average overall. However the proportion of pupils reaching the expected level 2 and

above was above average. During the last three years, reading and writing have remained at levels slightly below the national average while in mathematics the trend has been upwards at a pace quicker than that nationally. When these results are compared to those of schools with a similar entitlement to free school meals, they are below average in reading, well below average in writing and above average in mathematics.

4. In national tests for pupils in Year 6 in 2003, standards were below the national average for all schools in English, mathematics and science. When compared to the results of schools in which this group of pupils had similar results in their end of Year 2 tests, standards were also below average in all three subjects. The trend over the past three years is slightly down in English and science and upwards in mathematics. The reasons for this are the slow development of writing skills and the lack of time for improvements in pupils' experimental skills in science to have an impact on test results. Standards are improving slowly and the school is aware that this must be improved.
5. Inspection evidence shows that standards of speaking and listening are now good. In reading and writing, standards overall are below average throughout the school. In science, there is improvement in experimental skills, but this has not had sufficient time to have an impact on the standards of this year's Year 6 pupils. The school has worked hard to improve standards in mathematics and pupils' standards are improving as a result. Standards in mathematics in the present Year 2 and Year 6 classes are in line to be average, with an increased proportion of pupils reaching higher levels. Overall, whilst standards in the school are improving, this is too slow. There are unsatisfactory assessment procedures and a lack of clarity in the prioritising of areas for improvement. The school sets realistic targets for each group of pupils. However, the tracking of pupils' progress towards their personal targets is not effective and this affects the progress of some, especially those who are more able.

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

Standards in:	School results	National results
English	26.4 (26.1)	26.8 (27.0)
mathematics	26.4 (25.2)	26.8 (26.7)
science	28.2 (27.6)	28.6 (28.3)

There were 62 pupils in the year group. Figures in brackets are for the previous year.

6. Standards in ICT are above expectations at the end of Year 2 and in line with expectations at the end of Year 6. However, although the school has begun to develop the use of ICT in the teaching and learning of other subjects, this is not yet as good as it should be. The improvements made in the provision of mathematics means that mathematical skills are now used satisfactorily in other subjects. The below average standards in English present a barrier to pupils learning in other subjects. Strategies for the inclusion of all pupils are good and pupils with special educational needs and those for whom English is an additional language achieve at the same level as their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Provision for pupils' moral and social development is **very good**, and for their spiritual and cultural development, it is **good**. Multicultural development is **satisfactory**. Attendance is **below** the national figure. Punctuality is **satisfactory**. There have been no exclusions since the current headteacher has been at the school.

Main strengths and weaknesses

- The school's behaviour policy is good.
- Relationships within the school are very good.

- Opportunities for spiritual development are good.
- Attendance is unsatisfactory.

Commentary

- Pupils behave well in class and around the school, which has a positive impact on their learning and achievement. They are open, natural, and always ready to have a go and say what they think in lessons. Teachers treat pupils well and manage them in a consistent way, so that pupils have a very clear understanding of how to behave, which contributes well to their learning. They are well motivated by the school's reward systems and think that the sanctions are fair.
- The school is a very orderly community where pupils get on very well with one another and with staff. There are very many good opportunities for pupils to develop their social skills, through clubs, tournaments and trips. As pupils learn more about music and sport, for example, they also learn a lot about teamwork and co-operating with others, which has a positive effect on their learning. In the playground, pupils look out for one another and share toys and equipment without fuss. Older pupils help with younger ones, and the youngest ones are happy and confident in their surroundings.
- Great emphasis is placed on developing pupils' belief in themselves and sense of their own unique worth. The school encourages them to develop their talents through the wide range of activities it offers. Pupils learn a lot about themselves and what they are capable of achieving by taking part in music festivals, for example, or drama productions. They also begin to develop a sense of their cultural traditions. The school tries to draw pupils' attention to the beauty of the world around them, and the work done by pupils designing a stained glass window on the theme of creation for the local Salvation Army Citadel is a good example of this.
- Levels of attendance have declined steadily over the last three years. Whilst the main cause of absence remains illness, the number of holidays taken by pupils during term-time is playing an ever-greater part in reducing attendance. Many parents disrupt their children's education and hamper their progress in this way. It is not possible for teachers to keep revisiting past work again and again, and so some pupils fall behind. The school is very efficient at chasing up absence, through its system of first day calling and through close liaison with the education welfare officer. However, it does not do enough to raise the profile of attendance amongst pupils and parents. There have been no exclusions.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.2
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 **satisfactory**. The quality of teaching and learning and the curriculum are **satisfactory** overall. Pupils are very well looked after and they very much enjoy being at school. Strong partnerships have been established with parents and the local community.

Teaching and learning

The quality of teaching and learning are **satisfactory** overall. The quality of teaching and learning in the Foundation Stage is good. Assessment procedures are **unsatisfactory** because not enough information about how well pupils are progressing is recorded.

Main strengths and weaknesses

- The quality of teaching has improved since the last inspection. Assessment of progress is not well recorded. There is insufficient challenge in some lessons for higher attaining pupils.
- The use of individual pupil targets is not consistent.
- Pupils behave well. The very good relationships between adults and pupils contribute well to the development of pupils' self-esteem.
- The learning of pupils with special educational needs is well supported by teachers and the co-ordinator for special educational needs.
- Pupils' learning is well supported by additional adults in the classroom.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	3 (7%)	18 (44%)	18 (44%)	2 (5%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

Commentary

11. A variety of strategies has been used to bring about improvement in the quality of teaching. These include the use of targets, through performance management, training for teachers and support staff, team planning, use of a common format for planning across the school, scrutiny of work and direct observations of lessons with feedback to staff. These have improved the quality of teaching across the school since the last inspection. Ninety five per cent of lessons observed during the inspection were judged to be satisfactory or better, similar to the previous inspection, with just over half of the lessons being good or very good, which is an improvement since the previous inspection. There was a small number of unsatisfactory lessons. Teaching is consistently good at the Foundation Stage.
12. Learning intentions are generally shared with pupils at the beginning of lessons, which is an improvement since the previous inspection. In the best lessons seen, teachers returned to these objectives at the end of the lesson to ask pupils how well they had achieved against the objective or whether they require further support. This strategy, which is not consistently used across the school, puts pupils in the position of assessing their own learning and helps teachers to know what more has to be done for all to achieve the objective.
13. Teachers' planning is satisfactory overall and shows improvement since the previous inspection as a result of the introduction of a common planning format across the school. Teachers now benefit from planning in teams where they can discuss strategies for learning and share subject expertise. This is contributing to pupils' learning, for example, when teachers are focusing on developing speaking and listening skills across all subjects. The most significant weakness in lessons is the lack of challenge and low expectations for the achievement of higher attaining pupils. Too often work set for these pupils is not allowing them to work at a higher level than the rest of the class so that they are able to progress at the appropriate rate. The slow pace in some lessons also contributes to holding more able pupils back. This is preventing the school from raising attainment overall and shows unsatisfactory improvement since the previous inspection where this was identified as a key issue.
14. Teachers set high standards of behaviour and consequently pupils behave well in lessons. Most pupils concentrate and work hard on completing their tasks, although frequently the amount of work produced within the time allowed is not enough. Occasionally, in some satisfactory as well as in unsatisfactory lessons, a few pupils still do not comply with regular

routines, as they have not yet understood what is expected of them and are not able to take responsibility for their own learning. This results in unsatisfactory learning.

15. Teachers make good use of team points to reward pupils' learning or behaviour and pupils respond well to this. They trust the adults in the school as a result of the very good relationships between teachers, teaching assistants and pupils. Teachers use questioning well to enable all pupils to participate fully in lessons and make appropriate progress. All adults work well together and they are a good role model for the pupils. Teaching assistants effectively support the work of teachers and help pupils in a variety of ways by explaining questions to pupils, helping them to practise their responses and encouraging them to contribute to discussions. Contributions from pupils of all abilities are highly valued by teachers and this is contributing well to raising pupils' self-esteem. As a result, pupils of all abilities are prepared to 'have a go'.
16. The school's assessment arrangements are unsatisfactory. There is now a whole school approach to recording pupils' progress. However, this has not been in place long enough to have an impact on pupils' learning and achievement. This results in teachers having insufficient knowledge of their pupils' progress so that they are unable to set meaningful targets for improvement which involve pupils in understanding how they can achieve better. The recently introduced tracking sheets do not contain sufficient detail to help the school in this respect and teachers' records are inadequate as a back up system. This is a barrier to improvement. The special educational needs co-ordinator provides a secure atmosphere and a very good structure for learning when pupils are withdrawn for specialised work. The learning of pupils with special educational needs is well supported by class teachers in that they effectively match tasks to pupils' prior levels of attainment. Teachers and teaching assistants are aware of the details of pupils' individual education plans and support them accordingly. Assessment procedures for pupils with special educational needs are good. This means that pupils' individual education plans are well matched to their individual needs and this promotes their learning satisfactorily.
17. The teaching of gifted and talented pupils is very good in terms of planning, pace and the use of time. Teaching includes the introduction of key terms and the exploration of word meanings, and this helps pupils to think for themselves and to make links spontaneously with previous work. However, the lack of assessment information means that the extension of these pupils is neither as accurate nor as consistent as it should be.

The curriculum

The curriculum is **satisfactory overall**, with good opportunities for enrichment and a good variety of activities to support learning. The Foundation Stage curriculum for the youngest children is good. The school's accommodation is unsatisfactory but resources for teaching and learning are good overall.

Main strengths and weaknesses

- There are good opportunities for enriching the curriculum.
- There is good provision for personal, social and health education.
- Provision for pupils with special educational needs is good.
- The accommodation is inadequate for the size of the school population.
- Not enough challenge is provided for higher achieving pupils.
- Language and literacy are not well developed through other subjects and ICT is not yet well enough used to teach other subjects.

Commentary

18. When the school was last inspected, the curriculum was satisfactory, with good provision for extra-curricular activities and educational visits. The curriculum remains appropriately broad, balanced and relevant to pupils' needs. All National Curriculum subjects are taught, including swimming, which has been re-introduced recently. It is well supported by residential and other visits, there is a good range of extra-curricular activities and visitors to the school work with pupils to enhance the provision further. The curriculum provision for the Foundation Stage of learning is good, with a good range of interesting activities, which promote the children's learning, with good staffing to meet the demands of the curriculum in the Reception classes. Progress in developing the curriculum since the previous inspection is satisfactory.
19. The provision for pupils with special educational needs is good and is achieved in part through withdrawal from the classroom by the co-ordinator for specialised work. In classrooms, teaching assistants also support these pupils effectively. The pupils have individual education plans which are well written by the special educational needs co-ordinator, who keeps them up-to-date. Copies are provided for the teaching assistants designated to support such pupils as well as for the class teachers. The special educational needs co-ordinator liaises effectively with class teachers and assistants over the teaching of these pupils. This results in these pupils making good progress and achieving well.
20. Music and physical education are used effectively to enrich the curriculum and build the pupils' self-confidence and self-esteem, through a variety of events. The school has recently been awarded the 'Healthy Schools' award and the 'Sports Active' award. There is a good tradition of sports involvement and the school liaises closely with the local secondary school to extend its facilities. The curriculum is also enriched through art and design, history and design and technology, with good coverage of these subjects, which is in evidence in well-presented displays. There is good provision for all pupils' personal, social and health education through a well-balanced programme on relationships and drugs awareness, and there is a specific week to support this work held each year. However, there is insufficient challenge in the curriculum provided for the higher achieving pupils. Sometimes, specialist tuition in music for some pupils interrupts their lessons in other subjects, such as art and design and science in Year 5. However, the school works hard to ensure that this does not always happen in the same subject and makes sure that pupils catch up on what they have missed. Cross-curricular links, for instance, developing literacy through history work, are still not firmly established. There is not enough work on using computers to control other machines.
21. The school is involved successfully in the local community and these links have been beneficial to the pupils' learning and the development of the school's facilities. For example, money has been donated by local businesses to resource the library and the school organises a Harvest Festival for local people and visits the local residential home for senior citizens at Christmas. Other links include the Salvation Army, representatives from the WRVS, the local Nurseries and local businesses.
22. The school building presents difficulties. Whilst much has been done to improve the accommodation, there are several areas that still require further improvement. The school strives to compensate for the inadequacies of the school's buildings to reduce any obstacles to learning and promote achievement of all pupils. The building is well-kept and maintained by the site-manager, standards of hygiene and decoration are high and the school is attractively presented, including the grounds. However, the classrooms, especially the hall and ICT suite, are too small. There are plans to develop the accommodation by replacing one of the demountable classrooms. There is no covered access from the demountable classrooms and the pupils themselves indicate that they sometimes feel isolated from the rest of the school. The school also has to hold two assemblies daily as it is not possible to fit all the pupils into the hall at the same time. There are only two whole school assemblies during each year because of this lack of space and lunchtimes are also difficult to manage. The well equipped ICT suite is too small for whole class teaching, particularly of older pupils. This means that the time taken for all pupils in these classes to undertake learning in ICT is longer than it should be and this slows the rate of pupils' learning. All these obstacles combine to reduce time available for

teaching and learning and have an adverse impact on the pupils' achievement. There is access for the disabled and the school has plans to move year groups within the school should they admit any disabled pupils or staff.

Care, guidance and support

The attention given to pupils' care and welfare is **very good**. Support and guidance for pupils are **good**. Pupils are actively encouraged to be involved in the school's work.

Main strengths and weaknesses

- Daily routines for care and welfare are very well organised.
- Good personal, social and health education (PSHE) provision supports pupils well.
- The school is interested in pupils' views.

Commentary

23. Good teamwork amongst teachers and support staff underpins the very good care which pupils receive. Teaching assistants, lunchtime supervisors and office staff liaise closely to meet the welfare needs of pupils throughout the day, and particularly at break and lunchtime. This ensures that pupils work and play in a caring and supportive atmosphere. The school does its best to ensure that lunch rotas run smoothly, and the range of facilities and equipment provided in the playground means that lunchtime is a happy experience for pupils. Arrangements for looking after sick and injured pupils are very efficient, and this means that upsets can be quickly forgotten and pupils are able to go back to class. The school is vigilant about looking after pupils with specific medical conditions, and information about them is comprehensive and readily accessible to all staff. These provisions ensure that pupils feel safe and secure in the school and this raises their self-confidence.
24. The PSHE curriculum gives pupils the chance to talk about things which concern them and to learn about things which will matter to them in their lives. Regular timetabled lessons provide frequent opportunities for this, while special events such as the PSHE week provide more unforgettable experiences that will stay with the pupils as they grow up. The school makes good use of outside experts to teach pupils a host of life skills as diverse as drugs awareness, pet care and recycling rubbish. In the Reception class, daily 'carpet time' helps support and guide the children. Good induction procedures mean that most settle easily into their new surroundings and quickly feel at home. Because of this, children in the Foundation Stage grow in confidence, have a good start to their education and achieve well.
25. The school is keen to involve pupils in its planning and development, and has good systems for doing this. Questionnaires have been used to find out what pupils of all ages feel about their school. The Year 6 school council has been instrumental in bringing about improvement, for example, to the behaviour policy and the playground facilities. Members take their responsibilities very seriously and are very positive about what they can achieve. The school has plans to extend membership of the council to other year groups but in the meantime cleverly uses the current representatives to carry out surveys amongst younger pupils.
26. The development of the assessment of children's progress is good in the Foundation Stage. However, it is unsatisfactory in the rest of the school except for pupils with special educational needs. A new system for tracking pupils' progress through the school is being introduced. However, because assessment information is not recorded well, this system is not yet fully operational. This means that teachers are not always accurately matching work to pupils' growing levels of attainment and many pupils, especially the more able, are not consistently challenged.

Partnership with parents, other schools and the community

The school's partnerships with parents, the community and other schools are all **good**.

Main strengths and weaknesses

- The quality of most written information is very good.
- Relationships between the school and parents are good.
- Strong links with other schools and the community enliven the curriculum.

Commentary

27. The school makes every effort to involve parents in their children's education, by giving them full and useful information about its daily life and work. Newsletters and other letters are friendly and welcoming, and encourage parents to play an active part in the life of the school. Reports to parents on their children's progress are satisfactory. They tell parents at length what their children can do and give grades to show pupils standards and effort in core subjects. Targets for improvement are sometimes not practical enough for pupils and their parents to know how to tackle them. The school is currently reviewing reports in order to improve them. Parents of pupils with special educational needs are well informed and are given the chance to be involved in all meetings, including annual reviews.
28. Parents' views are valued by the school. It regularly seeks their opinions on matters of concern to them, and does what it can to sort out any problems. A number of committed parents give the school invaluable support in its work, as governors, PTA fundraisers, librarians and classroom helpers. Their contribution is of great benefit to pupils. Staff get on well with parents and are always happy to talk to them about any worries they may have. The headteacher and all teachers are available for informal discussions with parents at the end of each day.
29. Pupils enjoy all sorts of interesting extra activities as a result of the good links the school has established with other local schools and organisations. They have the chance to do master classes and Easter schools in mathematics and ICT at the local secondary, for example. A group of Year 5 pupils have recently acquired a whole range of new skills in filmmaking and in working together, thanks to this initiative. Similarly, healthy food tasting sessions with a local supermarket and a debate on citizenship with magistrates from Southend helped turn PSHE week into a wealth of new experiences for pupils. Events like these give pupils opportunities they might not otherwise have had, and have a big impact on both their learning and their personal development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The leadership of the headteacher is good. The governance of the school is good, and the leadership and the management of the headteacher and of other key staff are satisfactory.

Main strengths and weaknesses

- The headteacher, and senior management team, demonstrate a clear commitment to inclusion.
- Strategic planning is unsatisfactory.
- The quality of governance is good.
- Financial management is very good.
- The leadership and management of the provision for pupils with special educational needs is good.
- The school's use evaluation data is unsatisfactory.
- The management of staffing issues is good.

Commentary

30. The leadership of the headteacher is good. Since he joined the school, he has focused on improving the attitudes and behaviour of pupils, improving ICT provision and building strong teamwork amongst the staff. In all these areas, he has been successful. In the development of ICT, there is still work to do because as yet it is not well enough used to teach other subjects. The school's buildings have also been improved, although in that area also there is still more to be done.
31. The headteacher has begun to develop a new 'Leadership' team as some senior staff are leaving the school. This development was planned well in advance and showed good long term planning. The new Leadership team have been undertaking professional development, with the local education authority, in preparation for the change. However, while the new team is developing, the old senior management team has remained in place and this has caused confusion and a lack of clarity in the decision making process and in clearly identifying priorities for improvement. This is inhibiting a clear focus on driving up academic standards and this is a serious weakness which must be resolved as it is slowing the improvement in standards.
32. The headteacher, with the senior management team, has a clear vision for the school. He has inspired a sense of common endeavour and a good team spirit among staff. All believe that all pupils must be involved in all the school's provision and, as a result, staff are providing good role models for their pupils. The school development plan contains a very large number of goals but these have not been adequately prioritised. The energy of staff has thus not been sufficiently focused on improving pupils' attainment in English, mathematics and science and, as a consequence, standards are improving only very slowly.
33. Governors are contributing effectively to the vision and direction of the school, and make good contributions to the school improvement plan in its draft form. They are also effectively meeting all of their statutory duties. They are well informed and have a good grasp of the school's strengths and weaknesses and work closely with the headteacher to make improvements. Subject co-ordinators make presentations to governors about their subjects, which supplement information available from other sources. The governing body knows that there is a positive ethos in the school. It is very much committed to the betterment of the school, has improved accommodation in various respects, including the new library, and is ambitious for higher standards of pupil attainment.
34. The school, in general, and the special educational needs co-ordinator, in particular, are committed to good, inclusive approaches to pupils' learning. The co-ordinator is very experienced and is very well organised. The gifted and talented co-ordinator is providing good leadership. The quality of opportunities available through extension work for gifted and talented pupils is contributing well to the inclusive approach of the school. This not yet consistent throughout the school and is affected by the unsatisfactory level of assessment procedures, and this is a serious weakness.
35. The school is rightly pleased at the high retention levels of teaching and learning support staff, which result from involvement in decision-taking and the resultant cohesive atmosphere, and also from good professional development opportunities. However, the school is not making sufficiently rigorous use of evidence arising from evaluation data. There is little evidence that self-checking is yet having enough impact in improving the quality of teaching, and thus helping to raise pupils' standards. All teachers are involved in the cycle of performance management, which sets targets for their improvement each year.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	906,420	Balance from previous year	81,791

Total expenditure	838,309
Expenditure per pupil	2,122

Balance carried forward to the next year	68,110
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36. The office manager has a high level of involvement in planning the school's budget and oversees the school's finances very well. Spending is regularly reconciled with the budget in support of the governing body's decision to maintain 14 classes. High balances are being retained so that the school can contribute to further bids for improvement to accommodation. Expenditure per pupil is low in comparison with other Essex schools, which improves the cost effectiveness of the school. Other finance staff are well trained and provide very good administrative support.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage of learning is **good**.

Main strengths and weaknesses

- There is very good provision in personal, social and emotional development.
- Teaching and learning are consistently good.
- The curriculum is good.

Commentary

37. The provision for the youngest children in the school in the Foundation Stage of learning is good overall. The children come into school with levels of attainment which are well below that generally expected for this age group. Most children have had some pre-school experience before they start school and attend part-time until the term they become five-years-old, when they attend full-time. The children are in two Reception classes, with a designated outdoor area which is attractively presented and has a suitable safety surface, although the climbing frame is not very large or especially challenging for the children as they grow and develop. There is generally comprehensive and clear information for parents and carers. At the previous inspection, there was good teaching in the Reception classes, the children were well looked after, with effective support and clear, detailed assessment, with the children's achievement recorded effectively, indicating their good progress. This continues to be the case and all children, including those identified as having special educational needs (SEN), make good progress and achieve well in all areas of learning, and they make very good progress in their personal, social and emotional development.
38. The quality of teaching and learning in the Reception classes is consistently good. The teaching staff and support assistants are skilled practitioners, with a good knowledge of the Foundation Stage curriculum. They plan carefully and provide a good range of interesting activities which the children enjoy and this enables them to learn quickly, because they are well-motivated. The children's learning benefits because the staff have high expectations for what they are to achieve. Resources are used well in lessons and sessions are well-paced and challenging. Portfolios of the children's attainment and progress are well-maintained and the staff complete an initial assessment when children come into Reception. This confirms that attainment on entry is well below the local authority and national average, although this year, this is slightly higher than usual.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

- There are very good relationships and high expectations for behaviour.
- Staff engage and encourage the children very well.
- Behaviour and attitudes are good.

Commentary

39. The children's personal, emotional and social development is very well promoted by the staff as the quality of teaching and learning are very good in this area of the curriculum. The staff

present very good role-models for the children on how to behave and treat each other with respect. There are very good relationships and high expectations for behaviour, and the children's attitudes are good. As a result, the children behave well, even though their skills in socialising when they first come into school are below expectations, and some children continue to have difficulty in adjusting to their school environment. Children with SEN are particularly well supported in settling in school, and they make very good progress and achieve very well alongside their peers. The children are attentive, for example, when they attend assembly with the older pupils, and the very good engagement and encouragement by the staff enables the children to participate well in their learning. They are encouraged to be independent and to tend to their own needs, helping at snack time, and indicating if they are staying for school dinner. Children's achievement is very good in this area and when they join Year 1 pupils, personal, social and emotional development is above what is expected for their age.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for developing skills in communication, language and literacy is **good**.

Main strengths and weaknesses

- There is good practice in encouraging children to enjoy books.
- Good opportunities are given to learn about the sounds that letters make in words.

Commentary

40. Teaching and learning are good in communication, language and literacy, as there is a well-structured programme of activities to support the children's acquisition of the necessary skills in speaking, listening, reading and writing. The children are developing secure skills in recognising words, are encouraged to practise their skills in recognising print and to practise letter formation. Children are encouraged to listen to stories from books read by teachers and to enjoy looking at books and retelling their favourite stories. There are good opportunities to learn about the sounds letters make in words. The children enjoy stories such as the 'Very Hungry Caterpillar' and are aware that print has meaning, they listen attentively and offer suggestions. There are good opportunities for the children to use writing implements in their play, for example, when in the 'animal corner' and in the 'office area'. However, whilst children's achievement is good, their standards in communication, language and literacy are below expectations when they join Year 1.

MATHEMATICAL DEVELOPMENT

The provision for the children's mathematical development is **good**.

Main strengths and weaknesses

- Good practice is given in making and recreating repeating patterns.
- There is regular practice in counting and recognising numerals.

Commentary

41. In mathematical development, teaching and learning are good and the children achieve well. They learn to count accurately, some can do this to 20, and also put numbers in the correct order. The staff support these activities well, for example, helping the children to count the correct number of beads and to use their mathematical skills when making models from play dough. For example, they made 'five currant buns' and then took them away one by one. The children have regular practice in looking at repeating patterns and creating these themselves. Work using ICT is effective in supporting work in other areas of learning, for instance, on

symmetry linked to the current topic on the 'Very Hungry Caterpillar'. Children achieve well in mathematical development but they have below expected standards when they move into Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for the children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The information and communication technology (ICT) suite is well used to support children's learning in other areas of the curriculum.
- The curriculum is well planned to develop the children's knowledge and understanding of the world.

Commentary

42. The children's work in knowledge and understanding of the world covers looking at living things. For example, the children observed the development of a caterpillar whilst working on the topic of the 'Very Hungry Caterpillar'. Teaching is good and, as a result, the children learn quickly and achievement is good. The curriculum is well-balanced, with a wide variety and range of interesting activities to promote learning effectively. The children also explore manufactured materials, for instance, to test these for magnetism. They also use the computers in the ICT suite effectively to support their learning in other areas of the curriculum and their skills in ICT are developed well. Children have good experiences and achieve well but when they join Year 1 they have standards which are below expectations because of the low level that they start at.

PHYSICAL DEVELOPMENT

The provision for physical development is **good**.

Main strengths and weaknesses

- There is a good outdoor space with easy access for the children to use to develop their awareness of space.
- A good range of activities helps to develop their hand control.
- The climbing frame outdoors is not sufficiently challenging, whilst the apparatus in the hall is too large.

Commentary

43. The children achieve well in their physical development as the staff provide a well-balanced programme of activities and the children's learning is well-promoted, as a result. The provision and the children's learning benefit from the use of the outdoor space, which is easily accessible to the children. The area is well-used with a range of apparatus and equipment, for example, there are bikes and a good variety of toys, which the children use to develop their awareness of space and negotiate obstacles. The climbing frame outdoors is not sufficiently challenging, whilst the apparatus in the hall is too large. There are plans to purchase a more appropriately-sized frame and the staff ensure that the children have opportunities to use the nearby play park to develop their skills in climbing, balancing and jumping. However, there is a good range of activities for the children to develop their hand control, using writing implements and malleable materials to develop manipulative skills. Standards are in line with expectations for their age when pupils move into Year 1.

CREATIVE DEVELOPMENT

Provision for the children's creative development is **good**.

Main strengths and weaknesses

- There is a good range of interesting and inspiring activities to develop the children's creative ideas.
- Good opportunities are given to use malleable materials to explore and make models.
- Sometimes work, is pre-drawn for children, which can restrict their creativity.

Commentary

44. The staff strive successfully to provide a good range of activities which develop the children's creative ideas and give them inspiration using their senses. For instance, in water play, investigating which objects float and sink is presented attractively, with shiny, multi-coloured confetti. There are good opportunities for the children to use malleable materials in bright colours to explore and to make three-dimensional models, and the children also design and make models from construction toys. The children have regular opportunities to explore sound and make music, although sometimes, artwork is pre-drawn for the children, which can restrict their creativity. Overall, the range and quality of experiences promotes the learning and achievement of children well. However, because of the low level of attainment when children join the school, standards are below expectations when they move into Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average in reading and writing across the school; the development of writing in other subjects and the development of handwriting are unsatisfactory. However, there is some good development of speaking skills in all age groups.
- Marking in pupils' books is consistently positive but the assessment of pupils' progress is unsatisfactory.
- The current arrangements for the leadership and management of English are unsatisfactory.
- Higher attaining pupils in all age groups are not consistently challenged.
- Pupils have positive attitudes to their learning and behave well.
- Pupils' learning is well supported by additional adults in lessons.
- The use of ICT in English is limited.

Commentary

45. When compared to all schools, standards in national tests at the end of Year 2 in 2003 showed that standards in reading were average but in writing standards were below average. When compared to similar schools, these results were below average in reading and well below average in writing. In the end of Year 6 tests in 2003, standards in English were below average when compared to all schools and to the results of similar schools.
46. Inspection evidence shows that standards are still below average across the school in writing and to a lesser extent in reading. However, there is evidence in lessons and in end of year test results that most pupils are making satisfactory progress in their learning, particularly when taking into account their well below expected average attainment in communication, language

and literacy skills when they enter the school. The school is making a significant effort to raise standards in speaking and listening by ensuring that lessons are planned carefully to develop these skills. As a result, pupils are achieving well in developing their speaking skills, even though standards across the school are still not as high as they should be. Pupils with special educational needs and those with English as an additional language achieve as well as their classmates. There is no evidence in lessons of any differences in achievement between boys and girls.

47. Pupils behave well and have positive attitudes to their learning. This is because teachers have high expectations of how pupils will behave, they value the contributions made by pupils of all abilities and have established very good relationships with their pupils. Although teaching and learning are satisfactory overall, in a very small number of lessons, the quality of teaching is unsatisfactory and pupils do not achieve as well as they should. In almost all lessons observed, teaching lacked sufficient challenge for more able pupils by not providing enough opportunities for them to work at a higher level. This shows unsatisfactory improvement since the previous inspection where this was identified as a key issue for improvement. Lower ability pupils are well supported by additional adults in lessons and work is generally well matched to individual pupils' needs so that they are able to take a full part in learning at their own level.
48. Assessment procedures are unsatisfactory. Whilst the school is establishing a new system for tracking pupils' progress, current arrangements show that there is no consistent recording of pupils' attainment in all aspects of English so that teachers have little knowledge of pupils' progress. This means that targets set are not based firmly on what pupils can do, which is limiting their ability to improve. Use of individual pupil targets is also new and not yet consistently used by all teachers so that it is too soon to judge if the setting of targets is making any difference to pupils' learning and achievement. Marking is consistently positive, which is helping pupils to know how well they are doing. Some teachers are helping pupils to understand what they have to do to achieve a higher level in their English. However, overall, teachers are not yet making sufficient use of evaluative comments, National Curriculum levels or indicating what pupils have to do to improve. The school is now developing strategies to ensure that the quality of marking matches the best levels seen within the school. In some sessions at the end of lessons, teachers use basic assessment effectively to establish how well pupils consider they are doing by a show of hands or by using 'smiley faces' on their work. Again, this is not used consistently in all classes so that not all pupils are regularly being encouraged to think about how they can improve.
49. Current arrangements for the leadership and management of English are unclear. The school leadership team has correctly identified writing as a key area for whole school development. However, although strategies have been planned to address this, they have not yet had time to impact on pupils' learning and achievement. Evidence of the use and development of writing in other areas of the curriculum is also limited to basic levels. The school is aware that handwriting in all age groups is unsatisfactory. This is because there is no clear whole school strategy for teaching handwriting, there is no consistent expectation that pupils will join letters and use a neat style at all times and teachers are not modelling an agreed style when writing on whiteboards. These unsatisfactory aspects of curriculum development are slowing improvement and the raising of standards. There has been some limited improvement since the previous inspection. The National Literacy Strategy is taught to all classes and does have a positive impact on pupils' learning.

Literacy across the curriculum

50. The use of literacy across the curriculum is unsatisfactory. Opportunities to develop pupils' basic literacy skills, especially writing, in other subjects are not being planned for development beyond basic levels. ICT is not well used in English.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement is now good and they attain average standards in Year 2 and Year 6.
- Standards in national tests in 2003 were above average in Year 2 and below average in Year 6.
- The quality of teaching and learning in lessons is often good, and the co-ordinator gives good guidance.
- Assessment systems are not well developed.
- There is insufficient use of ICT.

Commentary

51. In Year 2, standards in national tests have improved well since 2001. In national tests in 2003, standards were above average when compared to all schools and to results in similar schools. The proportion of pupils who reached the higher Level 3 was in line with the national average.
52. In Year 6, results have fluctuated each year in the National Curriculum tests since 2000. In 2003, results were below average when compared with schools nationally and when compared with similar schools. The proportion of pupils who reached the higher Level 5 was average. There was no significant difference between the attainment of boys and girls.
53. Pupils in the present Years 2 and 6 entered the school with standards that were well below expected levels. These standards have improved steadily as they have moved through the school. Inspection evidence shows that pupils in the present Years 2 and 6 are on track to achieve results that are average in national tests and the proportion reaching the higher levels, in both classes, is set to rise. Most pupils, including those with special educational needs, are achieving well. Attainment has improved since the last inspection, particularly in problem solving, investigation and the use of mathematical skills and understanding.
54. The teaching and learning of mathematics is often good and this is a major factor in pupils' good achievement. Teachers' planning is detailed, they question pupils well and involve them actively in all parts of the lesson. Resources for mathematics are good. Teachers plan to include the use of ICT in the teaching of mathematics. However, whilst this area of mathematics is under development, it is not yet as good as it should be. This means that opportunities to promote pupils' learning and achievement in mathematics are missed.
55. Teachers conduct assessment through questioning at the end of lessons and when they are marking work. However, the school does not have systems for recording these assessments. Teachers rely on their memory of assessment too much and this means that, even though they do match work to pupils' levels of ability, this is not accurate enough to promote the best possible learning. The new system for tracking pupils' progress through the school is not as successful as it should be. This is because assessment information is not thoroughly recorded and fed into the system to accurately track pupils' progress towards their targets. More able pupils are sometimes challenged well, but on some occasions, the setting of work at the same levels for all pupils limits this extension.
56. The leadership and management of mathematics are good. The co-ordinator gives colleagues good support and advice and manages the resources for teaching and learning in the subject well. This has a positive impact on the quality of teaching and on pupils' achievement. There has been a good improvement in overall provision since the time of the last inspection.

Mathematics across the curriculum

57. Pupils make satisfactory use of mathematical skills in science. For example, they use numeracy skills to record numerical data found in their experiments. Timelines are used to develop pupils' sense of chronology in history and also to record data in geography. There is consistent development of vocabulary in lessons and this contributes well to pupils' development of speaking skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' 2003 National Curriculum results were below average at Year 6, but above average at Year 2 for those reaching the expected level 2 and above.
- Pupils' understanding of scientific enquiry is improving across the school, but is not yet sufficiently developed in Year 6.
- Many teachers have a good personal use of language, and question pupils effectively.
- Pupils show positive attitudes and behaviour in science lessons.
- The school is not using assessment information well enough.
- The school is improving pupils' investigative skills in science, but ICT is not being well used to support learning.

Commentary

58. In the 2003 National Curriculum tests at the end of Year 6, pupils' results were below the national average. They were also below average when compared with the results achieved by schools with pupils whose attainment was similar at the end of Year 2. Since the last inspection, results have sometimes been above and sometimes below the national average. In 2003, teachers assessed the attainment of Year 2 pupils in science as above average, and these results were also above average in comparison with similar schools. However, the attainment of more able pupils was well below average.
59. Inspection evidence shows that pupils' standards at the end of Year 2 are below average. However, because of the low level from which they begin, their achievement is satisfactory. The achievement of present Year 6 pupils is broadly satisfactory. However, these pupils have not had enough opportunities to develop the skills of scientific enquiry, including deciding on methods of investigation and fair testing, predicting outcomes and selecting information and equipment for themselves. As a result, the standards of present Year 6 pupils are below average. However, this issue is being satisfactorily addressed with other year groups in the school, including pupils in Year 2, who are achieving satisfactorily in this area.
60. The quality of teaching varies from satisfactory to very good and is satisfactory overall. Where teaching is good or better, teachers' planning and organisation are thorough, so that the lesson sequence is effective. The initial stimulus arouses pupils' interest, and good pace maintains a sense of momentum. In the best teaching, teachers use language precisely themselves and expect that pupils will similarly think and speak thoughtfully and explicitly. Such teachers introduce key scientific vocabulary, ensure that pupils comprehend its meaning, and ask questions which probe understanding. In less effective lessons, the timing of activities does not provide sufficiently for a final session in which learning is consolidated, so that pupils can discuss the findings of investigations and have opportunities to express their experience at a deeper level. Some teachers sometimes make use of photocopied worksheets which are not sufficiently challenging for many pupils. There is no evidence that ICT is being employed to extend pupils' learning in science and this means that opportunities to raise pupils'

achievement are being missed. Overall, the quality of teaching promotes satisfactory learning for pupils.

61. The marking of pupils' work is consistent and is satisfactory. However, assessment information is not being used sufficiently to respond to pupils' individual needs, or to help them to understand how they could improve their work, for instance, through target setting. Provision for pupils with special educational needs is good overall and they achieve at the same levels as their peers. The learning support assistants who work with these pupils are well briefed, they guide pupils effectively and show good rapport with class teachers. Pupils' attitudes and behaviour are good, as also are the relationships between teachers and their classes. These elements contribute well to pupils' achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils' can use computers well but as yet ICT is not used well enough to learn other subjects.
- The use of ICT in teaching other subjects is unsatisfactory.
- Teachers are beginning to use computers in their work.
- All teachers have had training in the use of ICT for teaching and learning.
- The ICT suite is too small for whole class teaching of older pupils.

Commentary

62. Overall, standards in ICT are satisfactory at the end of Year 2 and Year 6. In all lessons seen, pupils of all ages showed that they can operate computers well. They switch machines on, log on, use a mouse well to navigate icon-driven menus locating required programs and use a keyboard to write text to screen. All enjoy using computers and are confident when working in the well-equipped ICT suite. All classes have sufficient time allocated in the ICT suite. However, for older pupils, there is insufficient space in the suite for all to have comfortable access to computers at the same time, there are only a small number of computers in classrooms and these were not often used during the inspection. This means that it takes longer than it should for all pupils to undertake any learning using computers and this slows their rate of learning.
63. All teachers have had recent training in the use of computers in teaching. However, the application of this training is not yet consistent. Some teachers still lack confidence in their ability to solve simple problems when using the ICT suite and too many are unsure about using the interactive whiteboard for whole class teaching. This results in unsatisfactory whole class preparation in a small number of lessons. When teaching is aimed at improving pupils' understanding of operating computers, teachers are well prepared and learning is good.
64. All aspects of the ICT curriculum are taught satisfactorily. A Year 6 class was seen controlling an on screen cursor to draw two-dimensional shapes. Whilst learning was good in terms of their understanding of how to control the cursor, the mathematical content was low level and the level that they were working at was also low in ICT terms. This is because the school is having to make up for a lack of equipment, in the past. As yet, there has not been enough time to raise standards to the expected level. Pupils with special educational needs have equal access to computers and they achieve at the same level as their classmates.
65. The school has a good number of laptop computers which teachers, led very well by the deputy-headteacher, are beginning to use in the tracking of pupils' progress through the school. The system is only just beginning to be used and is hampered by the lack of recorded assessment information discussed in other parts of this report. Whilst considerable progress

has been made since the last inspection, the school recognises that much remains to be done.

Information and communication technology across the curriculum

66. The school has begun to satisfactorily link computer time to teaching in other subjects and teachers do plan to do this. However, the content of other subjects taught in this way is at a low level. For example, when teaching literacy, the level of vocabulary was based at too low a level for many of the pupils involved and sentence construction was at the very simplest level. Although the school has good plans to teach other subjects through ICT, this is only just developing. The use of ICT to teach other subjects is presently unsatisfactory and chances to promote learning in other subjects are missed.

HUMANITIES

History and Geography

67. No lessons in history or geography were observed. Provision could therefore not be judged. Both subjects are taught to all pupils in the course of the school year. The opportunities to understand aspects of history and geography are contributing satisfactorily to the consolidation of pupils' speaking and listening skills and their writing skills.

Religious education

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

Main strengths and weaknesses

- Pupils' spiritual and cultural development is promoted well.
- Teachers generally demonstrate good knowledge and understanding of the subject.

Commentary

68. Throughout the school, pupils' standards in religious education are in line with the expectations of the locally agreed syllabus and they achieve well. They gain in maturity and have well developed spiritual and cultural understanding because of the study of prejudice or emotions, such as selfishness. When studying the celebrations of one religion, teachers often make links to the celebrations or beliefs of other religions so that multicultural understanding is promoted well.
69. Teachers show enthusiasm and good knowledge and understanding of the subject when teaching pupils about the festivals and celebrations of different faiths or major world figures such as Mother Theresa of Calcutta. This raises pupils' levels of learning and promotes their achievement well. From looking at pupils' past work, many teachers have high expectations of the amount of work that pupils will complete and its presentation. Pupils are encouraged to write in a range of styles in religious education and they occasionally write extended pieces of work. When this happens, it promotes pupils' literacy skills well, but it is not a consistent practice throughout the school.
70. Teachers always mark pupils' work, and some of their marking contains written comments which praise pupils' efforts or give clear guidance on how they could further improve their work. However, on some occasions, the same level of work is presented to pupils of all abilities and this does not promote the level of learning and achievement for each of them in all lessons.
71. Subject co-ordination is satisfactory. The responsibility for co-ordinating the subject is about to change and the present co-ordinator is guiding the new co-ordinator before she takes

responsibility for the subject. Clear support and guidance is given to promote an understanding of the teaching of religious education. There has been satisfactory improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

The provision for music is **satisfactory**.

Main strengths and weaknesses

- There is good involvement in a variety of musical events and activities.
- There is some unsatisfactory teaching and learning, although the range of teaching observed includes some good and very good lessons.

Commentary

72. Standards in music are at the expected level for Year 2 and, although no lessons were observed in Year 6, from assemblies and musical activities, the standards are appropriate for this age group. The pupils achieve at a satisfactory level, as teaching and learning overall are satisfactory, with a range from unsatisfactory to very good teaching. However, the staff strive successfully to meet the needs of the pupils and the requirements of the National Curriculum, through well-prepared and well organised music sessions. When staff do not have specific musical expertise, they ensure that they are well-informed about musical terminology, use this correctly and ensure that lessons include the expected elements for effective learning. The school has good involvement in a variety of musical events and activities and this has a positive impact on pupils' learning.
73. Overall, the quality of teaching is satisfactory. In Years 1 and 2, music is taught satisfactorily, although on occasions, there is insufficient use of rhymes or well-known songs to give the pupils inspiration in their musical activities. Pupils are able to use musical instruments effectively to create 'ostinato' effects to accompany their singing. The better lessons are successful because the staff are well informed, prepare carefully and give thought to how to achieve the learning objectives. In Years 3 to 6, unsatisfactory teaching and learning was the result of teachers not matching pupils' experiences to their levels of ability. However, pupils tried hard to create a suitable musical 'jingle' and many succeeded. In other lessons, pupils were well motivated and keen to listen and they produced their own musical ideas. Music often features in the curriculum, especially in extra-curricular activities, and is used very well to build the pupils' self-esteem and self-confidence.

Art and design and Design and technology

74. Both subjects were sampled during the inspection. No lessons were seen in either subject so it was not possible to judge provision or the quality of teaching. No work in design and technology was seen.
75. Pupils' creative skills are being well developed. Good art and design displays around the school indicate that teachers plan a satisfactory variety of activities and that pupils are encouraged to use an appropriate range of media, including clay. There are some good links with mathematics when pupils use symmetry to develop attractive rotational designs and three-dimensional work is also well used to enliven paintings of people in interesting positions in Year 6. Basic skills in colour mixing appear well taught when paintings include a good range of primary and secondary colours and sound use of tones to enhance their work. Basic skills in painting are effectively taught when work shows careful application of paint with well chosen colour schemes. Based on work seen in displays, standards in art and design would seem to

be at least in line with expectations by the time pupils leave the school and this indicates that progress is satisfactory.

Physical education

76. Participation in sporting events features strongly within the life of the school; however, physical education was sampled during the inspection and few lessons were observed. Nevertheless, from lessons seen in Years 1, 3 and 4, standards are appropriate for these age groups. No judgement on the quality of teaching and learning is possible, but this is generally satisfactory from lessons seen. The pupils in Year 3 are learning games skills in aiming, throwing and catching and making these on the move. Teaching and learning in Year 3 are satisfactory, with some good points in motivating and encouraging the pupils to participate. The pupils in Year 3 are also learning how to perform in athletics, and to set and maintain a pace in long distance running. Physical education is used well to enhance the curriculum opportunities to build pupil's self-esteem and confidence in their abilities, and links to other schools are used effectively to enhance the opportunities available. Swimming has only been reinstated recently and, as a result, the present Year 6 has not had recent opportunities to use the swimming pool, and testing has not been undertaken as yet. It is therefore not possible to judge standards in swimming, by the time the pupils leave the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. Only one lesson was seen in this area so no overall judgement is made about provision. The quality of teaching and learning in that lesson was good. The school has focused on pupils' attitudes to work and their behaviour and this has been very successful. Pupils show respect, have good manners and their behaviour both individually and in groups is good. Health education is properly covered by the school, both through specific topics and through other subjects such as science.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
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	3

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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