

INSPECTION REPORT

EVERSLEY PRIMARY SCHOOL

Basildon

LEA area: Essex

Unique reference number: 114999

Headteacher: Mrs Catherine Gilmore

Lead inspector: John Messer

Dates of inspection: 27th– 30th June 2005

Inspection number: 266805

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:	385
School address:	Crest Avenue Pitsea Basildon Essex
Postcode:	SS13 2EF
Telephone number:	01268 555333
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Ann Blake
Date of previous inspection:	17 th May 1999

CHARACTERISTICS OF THE SCHOOL

This community primary school serves a wide area. Most pupils come from the immediate area but well over a third come from further afield through parental choice. Also, there are ten pupils with Statements of Special Educational Need some of whom come a considerable distance to attend the school's 'Enhanced Provision' unit. This is a special facility to support and integrate pupils with moderate learning difficulties. Pupils come from a broad mixture of socio-economic backgrounds but most are from relatively disadvantaged homes. Attainment on entry to the school varies widely, but overall it is well below average, particularly in children's personal and social development and in their early communication and language skills. Standards of attainment on entry have been declining in recent years. Most pupils are from white, English-speaking families, although five per cent are from ethnic minority backgrounds. Several speak languages other than English at home but all are fluent English speakers. Nearly a quarter of pupils are entitled to free school meals, which is broadly in line with the national average. The proportion of pupils entered on the school's record of special educational needs, 17 per cent, is average but the proportion who has a Statement of Special Educational Need, because they need considerable help with their learning, is well above average. Overall, the proportion of pupils who enter or leave the school part way through this stage of their education, around 13 per cent, is broadly average but the proportion varies widely between year groups. In 2001 and 2002 there was a large influx of pupils into Year 3 which affected last year's and this year's Year 6 classes. In recognition of improved results in the national tests for pupils in Year 6, the school received a series of School Achievement Awards in 2001, 2002 and 2003. In 2003 the school also gained the Basic Skills Quality Mark and the Active Mark in recognition of its commitment to promoting the benefits of physical activity and sport. In 2005 it was

re-awarded the Investors in People status. The school is a member of the local 'Excellence in Cities' group of schools who support each other in raising standards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15477	John Messer	Lead inspector	English as an additional language, science, art and design.
9079	Ann Moss	Lay inspector	
14997	Val Emery	Team inspector	English, history, religious education.
22092	Derek Watts	Team inspector	Foundation Stage, mathematics, information and communication technology, geography, music, physical education, special educational needs.
23300	Lily Evans	Team inspector	Special educational needs – Extended Provision.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school. Teaching is very good overall and, as a result, pupils' achievement is very good. Pupils' attainment on entry is well below average and a high proportion of pupils have significant learning difficulties. In 2000 and 2001 there was an influx of pupils, many of whom had special educational needs. Pupils are very well behaved and have very good attitudes to learning. The leadership and management of the school are very good and the governing body provides effective support. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Pupils achievement is especially good in Years 3 to 6 and, by Year 6, standards in science and information and communication technology (ICT) are above average and in reading well above.
- The 'Enhanced Provision' unit is very effective in supporting the learning of pupils with significant learning difficulties.
- Teaching and learning in Years 3 to 6 is very good and sometimes excellent.
- Pupils are friendly, confident, very well behaved, have very good attitudes to learning and excellent relationships with others.
- The very good computerised assessment system is used very well to help teachers to keep track of pupils' progress and to identify rapidly any pupil who is not learning as well as they should.
- The caring ethos of the school is very good and supports all pupils in their personal development.
- The presentation of pupils' work is not neat enough and there is an over-reliance on photocopied worksheets.

The school has successfully tackled the issues raised in the last inspection report. Standards have improved significantly in English, mathematics, science, ICT and religious education. There has been good improvement in teaching and learning, assessment systems and target setting. Pupils' achievement has improved against a background of declining attainment on entry. Personal development, behaviour, relationships and attitudes to learning have improved considerably. Overall, there has been very good improvement since the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	D	E	E
Mathematics	D	B	E	E
Science	C	A	C	C

*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.*

Comparisons with other schools have not yet been published for 2005.

Pupils' **achievement** is **very good** overall. The achievement of the ten pupils with Statements of Special Educational Need, who are supported through the 'Enhanced Provision' unit, is very good. Children achieve well in the Foundation Stage, although very few attain all the goals children are expected to reach by the end of reception. Pupils continue to achieve well in Years 1 and 2 and by Year 2 most attain standards that are average in reading but still below average in writing, mathematics and science. Most pupils achieve very well in Years 3 to 6 so that, by Year 6, they attain standards that are average in writing and mathematics above average in science and ICT and well above average in reading. The influx of pupils into Year 3 in 2000, most of whom had special educational needs, had an adverse impact on the school's performance in the national tests for pupils in Year 6 in 2004. The school set ambitious targets for its performance in national tests in 2005. The school's performance in the national tests for pupils in Year 6 in 2005 improved significantly and the school exceeded its targets in English, mathematics and science. Given pupils' low starting points and the high proportion of pupils with Statements of Special Educational Need in this year group, the results were remarkable. Pupils achieve well in religious education and standards meet the expectations of the locally agreed syllabus.

Pupils' personal qualities are **very good**; their spiritual, moral, social and cultural development is very good. They have very good attitudes to their work and have high levels of self-esteem. Behaviour is very good. Relationships are excellent and pupils work and play happily together. Attendance is satisfactory. The school has worked hard to improve attendance and it is now slightly above average.

QUALITY OF EDUCATION

The school provides a **very good quality of education**. The **quality of teaching** is **very good** overall. Teaching in the reception classes is consistently good and a rigorous system of teaching phonics promotes especially good achievement in literacy. Teaching and learning are good in Years 1 and 2 and very good in Years 3 to 6. Skills are taught systematically and teachers maintain high expectations of pupils' performance and of their behaviour. Teachers are particularly successful in motivating pupils to learn and provide great support and encouragement. Teachers' planning and lesson preparation are thorough. Assessment systems are used very well to identify any pupil who is not making enough progress. Behaviour is managed very well. Part-time teachers and teaching assistants make a strong contribution to the school's effectiveness. Accommodation is satisfactory and resources are good. The curriculum is balanced and relevant, with a strong emphasis on literacy, science and ICT. A wide range of visits, visitors and extra-curricular activities enrich the curriculum. The school provides well for pupils' pastoral needs and links with parents are good. There are good links with the community and very good links with other schools in the 'Excellence in Cities' cluster.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides wise, innovative and considered leadership. She is ably supported by the deputy and assistant headteachers. Together they provide exceptionally good guidance and promote a shared vision for improvement. The school analyses its performance carefully and is constantly seeking to raise standards. Governors provide good support and make a strong contribution to the school's success. The governing body ensures that the school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the education provided for their children and identified the climate for learning as its main strength. Pupils like their school and are proud to be members of the school community. They would like better accommodation and a proper playing field.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Pay closer attention to teaching pupils how to present their work neatly and reduce the reliance on photocopied worksheets in favour of more imaginative ways of recording work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Standards achieved in areas of learning and subjects

Pupils' achievement overall is very good. They enter the school with standards that are well below average and leave with standards that are at least average and often above. Children's achievement is good in the Foundation Stage, but standards are below average in relation to the goals that children are expected to attain by the end of the reception year, particularly in their personal and social development and communication skills. Pupils achieve well in Years 1 and 2. By Year 2, most pupils attain standards that are average in reading and below average in writing, mathematics and science. Pupils achieve very well in Years 3 to 6. By Year 6, pupils attain standards that are well above average in reading, above average in science and ICT and average in writing and mathematics.

Main strengths and weaknesses

- Pupils achieve well in the reception classes, where good foundations for further learning are laid.
- Pupils' achievement in reading, science and ICT in Years 3 to 6 is very good and standards are above average.
- Reading is taught systematically and pupils develop an enthusiasm for children's literature.
- Pupils with special educational needs achieve well and the achievement of pupils who are supported by the 'Enhanced Provision' is very good.
- Pupils' work is not always presented neatly and there is an over-reliance on photocopied worksheets.

Commentary

1. Children enter the school at widely varying stages of development. Some have well-developed early learning skills but the attainment overall is well below average. Many have poorly developed speaking skills and a narrow vocabulary. The personal and social skills of many of the children who start in the reception class are also underdeveloped. The good teaching in the reception classes helps all children to achieve well, so that by the end of reception, the attainment of most has improved significantly but is still considerably below average, especially in their personal, social and emotional development. Some reach the early learning goals in each of the six areas of learning, but most do not attain all the targets. They develop a good understanding of the links between letters and the sounds they represent. This good training in phonics prepares them exceptionally well to make good progress in developing early reading and writing skills. They develop confidence and good attitudes to learning which prepares them well for their work in Year 1.
2. Pupils continue to achieve well in Years 1 and 2. By the end of Year 2, most attain standards that are average in reading and ICT though still somewhat below average in writing, mathematics and science. They are well motivated and their very positive attitudes to learning support their good achievement. Basic skills, especially reading, are taught particularly well, so pupils confidently gain access to the rest of the curriculum. The school has been successful in its efforts to raise standards in writing through its rigorous approach to teaching phonics and standards are only just below average. Although pupils' early writing skills are developing well, the over-use of work sheets restricts opportunities for pupils to write purposefully.
3. Inspection findings are reflected in the national test results for pupils in Year 2. This year the school's performance in national tests and assessments was not as good as last year's. In 2004, the school's performance when compared with similar schools was well above the national average in reading and writing; it was above average in mathematics and science. The school's performance in the tests fluctuates according to the characteristics of each successive year group. This year very nearly a quarter of pupils in Year 2 have special educational needs and a high proportion have Statements of Special Educational Need because they have considerable learning difficulties. Nevertheless, the school's performance in 2005 in reading, writing and mathematics is likely to compare very favourably with that of similar schools. Against this background of low attainment on entry and the high proportion of pupils with special educational needs, the school's results continue to confirm pupils' good achievement.

Standards in national tests at the end of Year 2 – average point scores in 2005

Standards in:	School results	National results
reading	15.7 (17.1)	* (15.8)
writing	14.2 (15.4)	* (14.6)
mathematics	15.4 (16.1)	* (16.2)

There were 50 pupils in the year group. Figures in brackets are for the previous year

**National results for 2005 have not yet been published.*

4. Pupils' achievement is very good in Years 3 to 6 in English, mathematics, science and ICT. By Year 6, most attain standards that are average in mathematics and writing, above average in science and ICT and well above average in reading. Pupils achieve particularly well in reading because skills are taught systematically and assessment systems are rigorous, so that if any pupils show signs of underachieving they are rapidly provided with extra support. Pupils also develop a love of literature and read a

wide range of children's fiction. Many are very knowledgeable about modern children's authors. Parents report that the school's 'Book Weeks' are particularly successful at encouraging pupils to read widely. Pupils' achievement is good in writing and mathematics and pupils do well to attain average standards. Pupils' work is not always neat enough and it is not presented in a way that does justice to their well-developed skills, knowledge and understanding. There is an over-reliance on recording work on photocopied work sheets rather than encouraging more meaningful writing activities and more creative ways of presenting work.

5. Given the high proportion of pupils with Statements of Special Educational Need, the performance of pupils in Year 6 in national tests compares very favourably with national results. The school's performance in national tests reflects inspection findings. The school's results were much higher this year than in 2004. This is partly because there are fewer pupils with special educational needs in this year's group of Year 6 pupils, although the proportion of pupils with Statements of Special Educational Need is three times the national average. Nearly all pupils attained the national target of Level 4 in reading and science. In reading, half of the pupils exceeded the national target of Level 4 and attained the higher Level 5 standard. In science nearly two thirds of pupils attained Level 5, whilst in English and mathematics a quarter attained this higher level. This demonstrates that the more able pupils are appropriately challenged and are helped to attain the standards of which they are capable.

6. The remarkably good results in national tests in 2005 - the best in the school's history - are first and foremost the result of very good teaching. There are other factors. The headteacher's leadership encourages and supports teachers in striving to raise standards. Subject leaders monitor standards closely and identify areas for improvement. Assessment systems are very good and quickly help to identify any individual pupil who is not making the progress anticipated. Pupils with special educational needs are identified rapidly and plans are put in place to address their particular needs. These crucial features of provision are particularly important against the background of a large influx of pupils, mainly into Year 3, in 2001 when other schools in the area were experiencing difficulties. A high proportion of the incomers, well over a half in 2001, had special educational needs. This was the prime reason why the school's performance in the national tests declined last year. An even higher proportion of pupils transferred into Year 3 in 2002. The school's very good assessment systems show that the 'home grown' pupils, those that have been educated in this school from reception to Year 6, achieve even better than those who have had the continuity of their education interrupted by moving schools. Also the current Year 6 group of pupils was the first to be trained, when they were in the reception classes, in learning phonics according to the school's rigorous teaching programme.

Standards in national tests at the end of Year 6 – average point scores in 2005

Standards in:	School results	National results
English	27.3 (24.9)	* (26.9)
mathematics	27.2 (25.3)	* (26.9)
science	29.9 (28.7)	* (28.6)

There were 58 pupils in the year group. Figures in brackets are for the previous year

** National results for 2005 have not yet been published.*

7. The achievement of the small number of bilingual pupils matches that of all the other pupils. None is at an early stage of learning English. The excellent relationships and the positive learning climate help these pupils to learn effectively. Pupils with special educational needs also achieve very well. They make very good progress towards meeting the targets set out in their individual education and individual behaviour plans. They achieve especially well in literacy and numeracy, due to the well-planned support they receive.
8. There are currently ten pupils attached to the 'Enhanced Provision' all with Statements of Special Educational Need and these pupils are in classes from reception to Year 6. They have a wide spectrum of special needs, often more than one, including moderate learning difficulties, behaviour, speech and language and physical difficulties, as well as autistic spectrum disorder. Achievement overall is very good for most pupils in the 'Enhanced Provision'. They start from a very low base but make very good progress in their learning. Achievement is good in reception and very good in Years 1 to 6. There are particular strengths in language development, reading, science and mathematics but writing is a weaker area. Where pupils have transferred late to the school or have had behavioural issues to resolve on entry, progress is often more erratic or there can be a time delay before measurable academic achievement is demonstrated. Pupils make excellent progress in improving their skills of physical co-ordination and in using pens and pencils in a controlled way.

Pupils' attitudes, values and other personal qualities

The school's very warm and caring ethos very strongly promotes pupils' spiritual, moral, social and cultural development. Pupils' behaviour and attitudes to learning are very good and they have excellent relationships with all staff and with each other. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils' very good attitudes to learning and very good behaviour in the classroom help them to achieve very well.
- The very good ethos of the school and the very good example set by the staff contribute to the excellent relationships between pupils and between pupils and staff.
- The very strong provision for pupils' spiritual, moral, social and cultural development helps to develop their confidence and self-awareness.
- Pupils are willing to show initiative and take responsibility and are given many opportunities to do so.

Commentary

9. From their very first days in school, most children demonstrate a robust approach to social relations. The enthusiasm and exuberant behaviour of the children in the reception classes shows that they are well settled and are gaining confidence. They can sometimes get over-enthusiastic and need careful and consistent management. They generally work well together and are happy to share their toys and equipment and take turns. They do not always consider the consequences of their actions for themselves and others. Standards are below average in relation to the goals expected for children at the end of the reception year.

10. Pupils have very good attitudes to their work and collaborate very well with other pupils. They listen attentively, undertake tasks enthusiastically and are keen to answer questions. This is particularly noticeable when teachers plan lessons that pupils find interesting and set appropriately challenging tasks that ensure pupils of all levels of attainment have the opportunity to achieve very well. Pupils enjoy school and play a full part in school life and the range of activities offered. Attendance levels are satisfactory, being slightly above the national average, and pupils are punctual to school. These attendance levels have risen recently as the school has been working hard to discourage parents from taking their children out of school for holidays in term time. Attendance certificates are awarded to pupils and also class certificates for particularly good attendance. These initiatives are having a positive impact on improving attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.2
National data	5.1	National data	0.4

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

11. Standards of behaviour are very good overall in classrooms and around the school, and several examples of excellent behaviour were observed, particularly in assemblies. All pupils discuss and agree class rules. They are fully aware of the high standards expected and insisted upon by all staff. The caring ethos of the school helps pupils in knowing right from wrong and in showing great consideration for others. The pupils play harmoniously together at playtimes and no signs of aggressive behaviour were seen during the inspection. Pupils confirmed that bullying occurs very rarely, and that any instances of inappropriate behaviour are dealt with quickly and efficiently. Racial harmony is promoted very well. There have been two exclusions during the past year, which were recorded properly and dealt with appropriately.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	364	1	1
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	3	0	0
Chinese	4	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	1	0	0

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

12. Pupils with special educational needs have very good attitudes to learning and most behave very well. These very positive attributes contribute to pupils' very good achievement.
13. Pupils' attitudes to school in the 'Enhanced Provision' are very good because they are very well supported in their learning and included very well within their year groups. Where pupils have transferred from other schools there is very good awareness of the importance of pupils' needs to feel confident, happy and safe before being ready to learn. The school excels in building this confidence, and in making pupils feel valued. They are involved in reviewing their learning, foremost of which is the recognition of what they are good at and what they can do. An excellent strategy used by the school to promote self-confidence, communication, social skills and friendships is the 'Play with me bags' which individuals share with other pupils at playtimes. They contain puppets or masks that the less confident pupils use to initiate play with others. There are many strategies to promote independence and responsibility such as older pupils helping younger pupils in 'Gym Trail' sessions and practising using money in real situations. The 'Gym Trail' sessions take place in the hall before school each morning to help pupils to develop co-ordination and confidence. Pupils enjoy the sessions and this strategy is highly successful in achieving its aims.
14. Pupils are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These include general classroom duties and being members of the school council. They co-operate very well when raising funds for others less fortunate than themselves and take their responsibilities of living in a community very seriously. They are very proud of their school. They work very happily together and show increasing maturity and self-awareness as they progress through the school.

15. Provision for pupils' spiritual, moral, social and cultural development is very good. Pupils are very well aware of right and wrong. This is because staff give a very positive lead in engendering excellent relationships and by giving praise and encouragement at every opportunity. Socially the pupils are encouraged to play a full part in their own community and they participate very enthusiastically in the meetings of the school council. Well attended extra-curricular activities enable pupils to develop their social skills effectively. Paired and group activities in lessons allow pupils to learn how to negotiate and manage people. Although there are no residential journeys for the older pupils to enable them to learn about working with others even more closely, the school ensures all pupils are included effectively in the activities they do provide and so they make very good progress in their personal development.
16. Pupils are given very good opportunities to develop self-awareness during times for reflection and prayer. Collective worship allows pupils to learn effectively and develop a sense of empathy with others. Pupils are also given many opportunities in lessons such as religious education, music and English to reflect on, for example, beauty and goodness and to be creative in their writing and thinking. They show great respect for the feelings of others and enjoy the activities they engage in. Every pupil is valued equally.
17. Pupils have very good opportunities to understand their own culture through their learning in subjects such as art, geography, English and religious education. The school is now promoting understanding of other cultural traditions very well, and the recent 'Multi-cultural Week' proved to be a great success with pupils and staff. Pupils are now becoming much more aware of the different cultures that make up contemporary British society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are very good. The good curriculum is broad, balanced and relevant to pupils' needs. It is taught thoroughly and meets legal requirements. Good arrangements are in place to ensure the welfare and care of pupils. Links with parents and the community are good, and those with other schools and colleges very good. A highly productive ethos that promotes enjoyment in learning has been firmly established.

Teaching and learning

Teaching is very good overall and helps pupils to learn very effectively. Teaching and learning in the Foundation Stage and in Years 1 and 2 are good and in Years 3 to 6 they are very good. Assessment systems are highly efficient and help to focus support on specific individual learning needs.

Main strengths and weaknesses

- Teaching and learning are very good and there are examples of outstanding practice.
- Teachers are highly sensitive to pupils' particular needs and excellent relationships promote high levels of motivation to learn.
- Computer-linked display boards and projectors linked to teachers' computers are used exceptionally well in some lessons.
- There is an over-reliance on filling in worksheets at the expense of more imaginative ways of recording pupils' work.
- The teaching of pupils with special educational needs is very good.

- Thorough and efficient assessment systems help to pinpoint areas for improvement.

Commentary

Summary of teaching observed during the inspection in 68 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (7%)	16 (24%)	39 (57%)	8 (12%)	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.

18. During the inspection one of the Year 2 classes was taught by a temporary 'supply' teacher due to staff absence through illness. There are also three newly qualified teachers working in the school. All are supported well.
19. Overall the quality of teaching and learning is very good. Teaching and learning for all groups, including those with English as an additional language and those with special educational needs, in the reception classes is good. Teaching and learning for all groups in Years 1 and 2 is good and in Years 3 to 6 it is very good. The teaching of English, mathematics, science and ICT is good in Years 1 and 2 and very good in Years 3 to 6. The teaching of religious education is good. Over a half of the teaching for pupils in Years 3 to 6 was at least very good; well over an eighth was excellent and there were examples of outstanding practice.

Example of outstanding practice

In an excellent dance lesson for pupils in Year 6, pupils' appreciation of other cultures was extended exceptionally well.

As part of the multicultural week, pupils in Year 6 learned traditional Turkish dancing. A computer-linked display board was set up in the hall and used to display a video of a specialist dance teacher who coached the pupils in partnership with the class teacher. This was an innovative way of introducing specialist teaching. The class teacher paid great attention to detail, including the use of correct terminology such as 'hand floeos' to describe the particular movements made with the fingers and wrists. A pupil with a broken arm assumed the role of technician and operated the tape player and the computerised display board. A teaching assistant used a digital camera to record pupils' work. Boys and girls worked co-operatively and seriously together to produce very good, graceful dance sequences. They evaluated each group's performance and made helpful, constructive comments. The experience gave them insight into another culture and respect for the complexities involved in traditional dance. Excellent relationships, sensitive and purposeful teaching and the teacher's high expectations of pupils' performance contributed to work of high quality.

20. There are several key factors that contribute to pupils' very effective learning. First and foremost the rigorous system of teaching phonics starts from children's very first days in school. The system, Early Reading Research (ERR), is unremitting. Every day pupils participate in short sharp sessions where the teacher models the sounds being studied and the pupils repeat them in unison in a 'My turn', 'Your turn' sequence. The system has been carefully devised to teach skills cumulatively. Teachers follow the system methodically and pupils rapidly develop a good understanding of strings of letters and the sounds they make as well as an increasingly wide range of common everyday words they recognise on sight. This prepares them well for learning how to read and write.
21. Another key factor is the good use of time. Before school each morning, for example, selected groups of pupils follow individualised computer programs that systematically develop skills in spelling and mathematics. As they work through the programs they are encouraged to improve their scores day by day and when successful they move on to the next stage in the program.

This individualised learning is highly successful. Also lessons proceed at a brisk pace and in a very business like way in order to make the best use of the time available. The 'Gym Trail' sessions that take place before school each morning are also highly successful.

22. In most lessons the class teacher is supported by at least one classroom assistant and sometimes another teacher as well. All the extra adults are very clear about their supportive roles. This good number of adults makes a strong contribution to pupils' very good behaviour and to very effective learning by all groups. Also, the teachers in each year group work very closely together as a team, sometimes combining two classes for joint activities. Furthermore, the older pupils are placed into ability sets for English and mathematics and this helps teachers to match work accurately to pupils' varying stages of development.
23. The teaching of pupils with special educational needs is very good overall. Teaching and learning are good in Years 1 and 2 and very good in Years 3 to 6. In English and mathematics, pupils benefit from being taught in small groups for some of the time by specialist teachers. This arrangement is effective not only in terms of developing pupils' literacy and numeracy skills but they also make good gains in their confidence and self esteem. Activities and tasks are well matched to pupils' needs so they are suitably challenged and they make very good gains in their learning. Learning support assistants are effectively deployed and make a valuable contribution to pupils' learning. Pupils' needs are assessed very well and the information is used very well to create individual educational plans with clear and relevant targets. Pupils make very good progress towards these. The excellent relationships between pupils, the school's strong commitment to inclusiveness and the productive climate for learning all contribute to effective learning by these pupils.
24. Teaching and learning in the main school classes, where pupils from the 'Enhanced Provision' integrate for a high proportion of the time, is very good overall. The quality of support, by teachers and learning support assistants skilled in the use of Makaton signs and symbols, is high and ensures that pupils develop their understanding very well. The progress remarks that staff record weekly against learning targets and subject records are used very well to plan for future learning. In most classes work is set at the appropriate level for pupils but on a few occasions the reading level is set too high for pupils to read with confidence. Pupils make very good progress in mathematical skills because they have good access to topics through the very effective use of resources and well-directed activities. Analysis of the data about pupils' achievement shows that pupils make very good progress towards the targets in their individual education plans, especially in their language and social development. Pupils are very involved in evaluating and setting their own targets for learning and their views are listened to keenly and acted upon. For example, a child in reception expressed a need to learn to skip. This became one of her targets for the term, broken down into easy steps to help her to achieve her goal.
25. Pupils produce a considerable quantity of work and the content confirms teachers' high expectations and the very good teaching and learning that typifies provision in most classes. However, there is insufficient attention paid by teachers to the neat presentation of work. Pupils are capable of writing neatly and produce a great deal of work but this is not always presented in an orderly way. In some classes work in different subjects is recorded on worksheets that are all contained in the same folders. The presentation of pupils' work does not do justice to their well developed skills, knowledge and understanding.
26. Relationships between teachers and pupils are excellent and help to produce a very positive climate for learning. Teachers treat all pupils with great respect. This is demonstrated by the sensible, adult way in which teachers talk to pupils, in the expectation that pupils will react with mature responses. Gentle humour is used well

and good opportunities are provided for pupils to consolidate speaking and social skills. Pupils often find it difficult to express themselves clearly, but teachers give them plenty of chances to give clear explanations and to air their views.

27. Teachers plan and prepare lessons thoroughly. They use their lap top computers to prepare presentations for projection on the computer linked display boards. The high quality of these visual presentations, which often include material collected from the Internet, help to capture pupils' interest. Teachers set clear targets for learning and share these with pupils during the introductory part of each lesson. During review sessions towards the end of each lesson, the teacher and the pupils discuss to what extent the targets have been met. This helps pupils to understand how successful their learning has been. Marking of work is thorough and gives pupils information about how they might improve their work. Pupils are involved in their learning and are encouraged to offer their opinions about their lessons and to suggest any ways in which their performance could be improved. In one singing session, for example, pupils suggested alterations to the tempo and the mood of the songs they were singing.
28. The school has developed very good systems to evaluate pupils' performance. This is another key factor that contributes to pupils' very effective learning. Assessments of pupils' achievements are thorough. From the reception year onwards, detailed records are kept on each individual pupil. Data on each pupil is fed into computers and a very good program helps teachers to track the progress of each individual and to set targets for each. These are geared to individual learning needs so that targets are higher for the faster learners and modified for pupils with special educational needs. Those who seem not to be achieving as well as might be expected receive extra attention and are monitored intensively. Extra support is provided to boost the performance of groups of pupils who could do better in English, mathematics or science. The school's very good assessment systems demonstrate that pupils with English as an additional language achieve just as well as all other groups. Pupils are prepared well to take the national tests. Tests and assessments are analysed to identify any particular areas of weakness. The school's very good use of assessments of pupils' achievement helps to raise standards.

The curriculum

The quality and range of learning opportunities are good. The enrichment of the curriculum and support for learning outside the school day are also good. Accommodation is satisfactory, but other resources are good.

Main strengths and weaknesses

- The curriculum is carefully planned to meet the pupils' needs.
- Provision for pupils with special educational needs is very good.
- Good enrichment opportunities support pupils' learning well outside the school day.
- The good number of staff and support staff make a very effective contribution to pupils' learning.

Commentary

29. The school has developed a broad and balanced curriculum that helps pupils to achieve very well. The curriculum has improved well since the last inspection. Long term planning and curricular balance is regularly reviewed to ensure that the content and progression are appropriate and that statutory requirements are met. Links between subjects are a focus of the

new curricular planning for the school. For example, mathematics, ICT and geography were linked in one very good lesson where pupils researched the Internet to find information about a specific country and interpreted graphs and data to find answers to given questions. The literacy and numeracy strategies are well embedded and used well to guide teachers' planning. National and commercial schemes have been adapted to support planning and work in other areas of the curriculum. In addition, the school uses its own personal adaptation of a published planning framework to make exciting links between subjects and this has been led very well by the curricular co-ordinator.

30. The curriculum is enriched well by a good variety of extra-curricular activities, in particular sports and music clubs. A variety of other activities operate first thing in the morning and at lunch time, in addition to the after school clubs. For example, pupils were seen working at the computers on English and maths tasks before school each morning. Theme weeks are very popular with the pupils, such as arts, science, book and the multi-cultural week. The multi-cultural week coincided with the inspection. A good number of visitors are engaged to add breadth and interest to the curriculum, for example a story teller, a tea taster and a steel band group during the multi-cultural week. A Turkish governor also visited to talk about Turkish customs and traditions. Across the school pupils were excited and interested in learning about other countries and their cultural traditions. They were able to reflect and compare many issues and this contributed very well to their spiritual, moral and cultural development.
31. The school keeps up to date with new ideas and incorporates these well into the school day. In the school's determination to raise standards, it has incorporated such innovations as an early morning 'Gym Trail', 'Brain breaks', developing thinking skills and 'mind mapping' into the curriculum. All these are designed to aid pupils' learning and make learning more interesting.
32. Provision for pupils with special educational needs is very good overall. Pupils have full access to the well-planned curriculum and the additional activities provided. The very good teaching and effective support from learning support assistants enable pupils to achieve very well.
33. Pupils in the 'Enhanced Provision' have access to the same broad curriculum and enrichment programmes as the rest of the school. Additionally they have individually tailored special programmes either directed by speech and language therapists, physiotherapists and others but delivered in well-planned programmes within the school day. Care is taken to ensure pupils do not miss out on other subjects and withdrawal from class is kept to a minimum. Within English lessons pupils in the upper years have teaching in ability groups so that they may progress at the pace that is right for them. The 'Gym Trail' sessions are very well planned to meet the needs of these pupils. The provision's teaching base is in a screened off corner of a classroom. It is an attractive and welcoming space, and resources are plentiful and very well matched to the sensory and learning needs of the pupils.
34. The ratio of teachers to pupils is better than many schools and there is also a good number of teaching assistants. As a result, pupils get plenty of individual support and this is a contributory factor to their very good achievement. The accommodation overall is satisfactory, but the Year 4, 5 and 6 classes are all in temporary hatted accommodation. However, a building plan has been submitted and a new building programme is scheduled to begin next year. However, it will not provide enough permanent classrooms for all year groups. Overall, the school is well resourced and as the school's new approach to the curriculum, which involves more cross-curricular links, develops, new resources are being acquired systematically.

Care, guidance and support

The school provides a good standard of care and welfare. The support, advice and guidance, based on monitoring, that pupils receive are also good. Pupils are involved well in school life because the school seeks, values and acts on their views.

Main strengths and weaknesses

- Pupils feel very secure and well cared for in school.
- They have excellent relationships with all adults in the school.
- The school does much to seek pupils' views and acts on them when appropriate.
- Pupils are introduced to school life very well.

Commentary

35. The school provides a very happy environment that is conducive to learning. Close attention is paid to health and safety issues. Pupils' healthy and safe living is promoted well through good personal, social and health education lessons. Child protection procedures are very good and there is good liaison with other agencies. Designated members of staff are fully up to date in aspects of first aid and risk assessments are undertaken regularly.
36. Assessment procedures for tracking and improving pupils' academic progress are very well developed and are used very well to help pupils with their learning. However, personal progress is not recorded as systematically as academic progress and procedures are more informal. Nevertheless, these informal procedures are effective. Teachers and support staff know the pupils and their families very well. They are sensitive to the pupils' individual needs and are, therefore, able to provide good support and guidance. Pupils were observed to care for each other. The excellent relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Targets are set regularly and are also communicated to parents. The pupils enjoy coming to school, they say that the staff are 'really nice and very kind'. Almost every parent who responded to the questionnaire, who attended the parents' meeting before the inspection and those spoken to during the inspection period said that their children like school.
37. All pupils are highly valued and their views are sought on a regular, formal basis through the school council. The council is influential on school life and has recently been involved in, for example, the purchase of playground equipment and in discussing how they would like to spend the money they have collected for the good of the school. Pupils spoken to during the inspection were very confident that their ideas are sought and acted on when appropriate.
38. Very good induction arrangements ensure that children settle happily into school. These very good arrangements also cover the high proportion of pupils who arrive in school at times other than at the beginning of the school year.
39. Individual pupils in the 'Enhanced Provision' have excellent, sensitively directed care and guidance not only when they enter school but also in preparation for coming to this school and in transition to secondary school. Links with outside professionals are strong and the school actively seeks to further enhance links, which are already very good, with local mainstream and special schools. Induction procedures are detailed and familiarise not only the pupils with the school but also parents. Books are produced which include photographs and names of key personnel, rooms and places, subject names and a map of the school. The teacher takes them in her car to a hydro-therapy pool at a local special school for extra swimming lessons, designed to build their confidence and self-esteem. Pupils on transition follow a programme to prepare them thoroughly by, for example, visits, experiencing lessons, having lunch at the

school and using the tuck shop. A strength of the provision is the seeking and valuing of pupils' views. Assessment and tracking procedures have improved well over the last year because they are now both analytical and thorough, especially in the key area of language development. All statutory requirements are met for annual review of Statements of Special Educational Need. In addition to formal review of long-term goals, individual education plans and monitoring and tracking data, pupils produce, with support, their own excellent annual review booklets. They are filled with information they have chosen to share at the meeting, showing how keenly aware they are of their own strengths and areas for improvement.

Partnership with parents, other schools and the community

The links with parents are good and the school is working to involve parents even more through seeking and acting on their views in a more formal way. Links with the community are also good and links with other schools and colleges are very good.

Main strengths and weaknesses

- Parents are very supportive of the school and appreciate what it provides for their children.
- A minority of parents do not think they are well informed about their children's standards and progress.
- There are very good links with other schools and colleges.
- There are very good procedures to deal with any concerns or complaints.

Commentary

40. Almost all parents are very satisfied with the school. They feel it is very well led by the headteacher and are very comfortable about approaching staff with any concerns. They say that their children are encouraged to be mature and they appreciate the good range of extra-curricular activities. Parents value highly the school's caring attitudes and say that the staff expect their children to work hard and achieve their best. The inspection team agrees with all these positive views.
41. Parents are provided with good information about the school through, for example, newsletters, the prospectus, the governors' annual report to parents and frequent other correspondence. Information is given out on the areas of the curriculum and topics to be studied by the pupils and the headteacher and staff are always available at appropriate times to discuss any problems. They are provided with good family support programmes whereby they can attend sessions to help them to have a better understanding of what the pupils are being taught and how best they can help their children. Parents receive information about their children's progress through consultation evenings and annual reports, but these reports, although satisfactory, do not consistently give information on targets.
42. A small minority of parents did not think that the school seeks their views. Although the views of the parents are sought informally at the end of parents' evenings, the school is aware of the need to introduce regular questionnaires for parents so that they can be consulted on a more formal basis and their ideas can be acted on when appropriate.
43. Parents are always willing to come in to school to help in classrooms and on educational visits. There is no formal parents' association, but there is never a

shortage of volunteers to participate in social and fundraising events organised by the staff. These events have raised money to buy equipment to help in their children's learning. The Friday community assemblies are very well supported by parents, and they and their children enjoy the 'learning journeys' when they are shown around the school by the pupils to appreciate the work that is being done.

44. There are good links with the community. Pupils participate in road safety walks and cycling proficiency tests and they deliver harvest produce to the Church. They use the local swimming pool, the sports centre and the library. Visitors to the school include the local police force and fire brigade, story tellers, a steel band and theatre groups. The wider community is also used as an educational resource. For example, pupils visit many museums, an activity centre and a zoo. Very good links with local schools are used to pupils' benefit. These links are very productive and support pupils' learning as the school gains access to additional activities for pupils and training for staff. The school welcomes trainee teachers for their initial teacher training and pupils from a local secondary school come in for work experience. The good links with the secondary school also ensure that there are good mechanisms in place to help pupils to move easily on to the next stage in their education.
45. The parents of children with special educational needs are kept well informed of their children's progress. Parents are appropriately involved in reviewing individual education plans.
46. The school values the views of parents of pupils in the 'Enhanced Provision' very well and is sensitive to their needs. It monitors parents' attendance at reviews of learning and encourages parental participation as much as possible by including, where helpful, home visits. The school listens to parents' requests and wherever possible works with their wishes. Innovative approaches to illustrate achievement and progress, such as showing parents videos taken by the teacher of their children in class, are used well in review sessions. Where parents have a home language other than English an interpreter is involved. Younger pupils have home / school books which they can 'read' so that parents are kept well informed of what their child has been doing in school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very good leadership and is very well supported by senior staff. The management of the school is very good. The governance of the school is good.

Main strengths and weaknesses

- A very clear educational direction is provided by the headteacher.
- Other leadership roles are very well developed.
- Teamwork among the staff is very strong and there is a strong commitment to high standards and to school improvement.
- School self-evaluation and improvement planning contribute to pupils' very good achievement.
- Induction arrangements for staff and in-service training are very effective.

Commentary

47. The school has made good improvements in leadership and management since the last inspection. In particular the monitoring and evaluation roles by subject co-ordinators has progressed considerably.
48. The experienced and dedicated headteacher has a very clear vision of success for the school. This vision is based on all pupils achieving as well as they can, providing high quality teaching and creating highly effective teamwork among the staff. The headteacher leads by example and has successfully articulated her vision to all staff and governors. In discussions, staff, governors, parents and visitors all commented on the headteacher's strong leadership and good teamwork. This very good leadership and direction by the headteacher and the strong teamwork among the staff contribute to pupils' very good achievement in this very effective school.
49. The headteacher has been particularly effective in delegating and empowering leadership at all levels. She is very well supported by the deputy headteacher and an assistant headteacher. These leaders set a very good example to other staff through their exemplary teaching. Important roles and responsibilities have been distributed to them appropriately, such as assessment, curricular development, provision for gifted and talented pupils and mentoring new and student teachers. The roles of the co-ordinators of English, mathematics and ICT are particularly well developed. Similarly the leadership of special educational needs and the 'Enhanced Provision' is very good.
50. A very positive school ethos been created by the headteacher and staff, where all groups of pupils are valued, supported well and taught very effectively. Teachers and learning support assistants work together very well. There is a clear commitment to high achievement, high quality provision and continuous improvement. The strong teamwork and professional commitment among the staff contribute significantly to pupils' academic and personal development. The school has a very positive atmosphere where all pupils are encouraged to do their very best. Relationships between adults and pupils and between pupils are excellent. The school's commitment to inclusion is also excellent.
51. The management of the school is very good. The administrative support staff are friendly and efficient. They support the headteacher and staff well and make a valuable contribution to the smooth day-to-day running of the school. Self-evaluation is highly effective and the findings are used well to bring about improvements. The headteacher and senior staff have a very clear overview of teaching and learning throughout the school. They monitor teaching regularly and provide constructive and developmental feedback to teachers. This effective monitoring and development has contributed to the high quality of teaching and learning seen in the school.
52. National test results and other assessments are systematically analysed and strengths and weaknesses in pupils' learning are identified. The school makes very good use of a very good computerised system for tracking pupils' individual attainment and progress. Subject co-ordinators monitor teachers' planning and analyse samples of pupils' work. Co-ordinators, particularly those of English, mathematics, science and ICT have a clear overview of standards and provision across the school because of this very good monitoring. School improvement planning is highly effective. This school has focused on the 'right things' by making pupils' achievement in basic skills a high priority. As a result, by Year 6 standards in reading, science and ICT are above average and pupils achieve very well.

53. The leadership and management of provision for pupils with special educational needs are very good. The co-ordinator for provision for pupils with special educational needs leads by example in her teaching and supports her colleagues very well. Teachers and learning support assistants work very well as a team to help ensure that pupils receive high quality provision so that they can achieve as well as they possibly can. Learning support staff are well trained and deployed. The school makes very good use of external support to enhance resources and to provide guidance on pupils' learning.
54. The leadership and management of the 'Enhanced Provision' is very good because the leadership is clear in its direction, and very active in bringing about necessary changes which are impacting well on pupils' personal development. Very good management promotes a good quality and range of inclusive experiences as these pupils work alongside all the others in their year groups. Good monitoring and evaluation of pupils' performance helps to raise standards of achievement for these pupils throughout the school. Learning support assistants are well trained in appropriate areas and are managed effectively. There is a very good sense of teamwork through the school.
55. The school's contribution to initial teacher training is very good. Trainee teachers are very well supported and are given a good start to their career. A number of new teachers have been appointed after successful teaching experiences in the school. In other schools in the area the recruitment of teachers has been difficult in recent times. Parents often cite high staff turnover in neighbouring schools as a reason for transferring their children to this school, which has developed a good reputation in the area. The headteacher works closely with the local initial teacher training organisation and welcomes student teachers to the school. Many enjoy the experience and are keen to seek jobs in the school. There are three newly qualified teachers who had recently been trainee teachers who completed part of their teacher training in the school. New teachers are warmly welcomed into the team and are initiated supportively into their career. Clear procedures, strong mentoring by the deputy headteacher and the school's strong teamwork contribute to this. The school helps teachers to identify the direction of their further training needs and the continuing professional development of all staff is very good. As a result, staff are highly effective and are keen to continue working in the school.
56. The governing body is ably led by an experienced and committed Chair. The governors are supportive and closely involved in the life of the school. They are well informed about the school's performance and, as a result, have a clear understanding of the school's strengths and areas for development. All statutory requirements are met.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	1,108,950
Total expenditure	1,135,792
Expenditure per pupil	2,973

Balances (£)	
Balance from previous year	90,342
Balance carried forward to the next	63,500

57. Financial planning and management are very good and effectively support the school's educational priorities. The school makes good use of the county's financial support services. The principles of best value are applied very well. For example, the quality of produce used in the school's meal service has improved and yet the cost has been considerably reduced through using a local supplier. The finance secretary is highly

efficient and ensures that the school receives very good value for money. She herself collects fresh produce for the school kitchen from a local farm on her way to school. The appointment of an ICT technician means that the ICT equipment runs efficiently and that teachers can focus on teaching and learning rather than setting up equipment or dealing with technical problems. There are good reasons for the higher than normal financial balances that are carried forward from last year to this year. Funding has been wisely earmarked for ICT equipment for the new buildings, a new telephone system is to be installed and the school has to pay for some recent landscaping and grounds maintenance. The school's expenditure per pupil is lower than average. Given the pupils' very good achievement and the standards they attain, the school provides very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

58. The provision for children in reception is good. Attainment on entry to the school is well below average with children's language and social skills and their personal, social and emotional development being particularly low. The school has effective induction arrangements and these help to ensure that children settle into the school quickly. The quality of teaching in reception is consistently good and children make good gains in acquiring knowledge, skills and understanding. The learning support assistants are effective and work well with the teachers. They make a good contribution to children's learning, particularly those with special educational needs and with English as an additional language. The Foundation Stage curriculum is well planned and implemented effectively. All areas are given appropriate attention but there are some minor weaknesses in provision for physical development. During the inspection, the overall theme was 'Spain'. Children were provided with a wide range of interesting and stimulating activities. The Foundation Stage is well led and managed and this contributes well to the good teaching and learning and children's good achievement. Since the last inspection the school has improved the planning of the curriculum and extended the accommodation. The school has maintained the good teaching and learning reported last time. Standards are similar to those reported last time but children's attainment on entry is lower so overall improvement has been good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of good teaching and support.
- Adults are good role models.
- Children have clear routines to help their personal development.

Commentary

59. Teaching and learning are good. Children are excited about learning and are well motivated because of the interesting activities provided. Teachers and support staff are good role models for children and effectively promote qualities such as courtesy, patience and co-operation. Clear daily routines have been established so children know what is expected of them. They follow the routines well and are beginning to organise their own learning. Adults have built very good relationships with the children and as a result, the children are friendly, supportive and relate well to others. They participate in activities with enthusiasm and most share and take turns. The children grow in confidence and are becoming more self-assured. Teachers manage the children very well and this results in good behaviour. However, a few occasionally 'call out' when teachers are asking them questions or giving instructions. Most children achieve well in this area of learning but standards are below average in relation to the goals expected for children at the end of the reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good.
- Children achieve well in all areas of language and literacy.
- Good attention is paid to developing children's literacy skills

Commentary

60. Teaching and learning are good. Teachers and support staff take numerous opportunities to develop children's language skills. Speaking and listening pervades a range of activities. For example, children in the role play area booked flights from London to Spain. They talked about the plane times and the cost. The agent told one eager customer, 'You must be at the airport by 12 o'clock'. The teaching of letter sounds is a strength of the teaching in the Foundation Stage. Teachers and learning support assistants use the Early Reading Research (ERR) approach well. Children chant letter sounds and respond well to adult's questions and instructions. Children make good progress in their knowledge of letter sounds. Higher attaining children use this knowledge well to 'build up' simple words. Higher attaining children use letter sounds well to help their spelling and write words such as, 'clock, think, brick'. For reading and writing activities, children are often organised into groups of similar attainment. Tasks are well matched to their needs so they are challenged and make good gains in their learning. Teachers and support staff read stories from 'big books' with animation and expression. Children watch and listen with interest and have good opportunities to talk about the story. Children have good opportunities to develop writing skills. Teachers demonstrate the formation of letters to children and they practise these using pencils, felt pens or paint brushes. Most children are beginning to form letters correctly. Higher attaining children are beginning to write sentences and short letters. As one child wrote, 'To Robyn, you arr my best frend'. Children achieve well in all areas of language and literacy but most will not reach the expected learning goals by the end of reception because of their low starting point. Most children achieve well in this area of learning but standards are below average in relation to the goals expected for children at the end of the reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well because they are well taught.
- Mathematical activities are imaginative and stimulating.
- Number work is developed effectively through a range of activities.

Commentary

61. Teaching and learning are good. Children are provided with a wide range of activities to develop their numeric skills. Teachers use number cards, number lines and games well to promote children's learning. Activities and tasks are well matched to children's attainment and needs so they are suitably challenged. Using large dice or simple

number lines most children can recognise numbers 1 to 6. They write numerals on a white board. Higher attaining pupils can count and place twenty or more items in the correct order from one to twenty. Children know the days of the week and their order. Higher attaining children know on Monday that Thursday's picnic is in four days time. Children develop and consolidate their knowledge of two-dimensional shapes by cutting out large shapes of coloured card or coloured foil. They glue the shapes on large 'cut out' characters of Robby Rectangle, Colin Circle, Tracy Triangle and Sammy Square. Most children achieve well in mathematical development but because of the low starting point standards are below average in relation to the goals expected for children at the end of the reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are good and so children achieve well.
- Activities are wide-ranging and stimulating.
- Cultures from different countries are promoted well.

Commentary

62. Teaching and learning are good. Children's knowledge and understanding of the world is limited when they enter the reception class. They make good gains in their learning because of the good teaching and the interesting activities provided. In the theme week 'Spain', children gained knowledge of different fruits from Spain including olives, oranges and large watermelons. They observed and tasted traditional Spanish dishes of Spanish omelette and paella. They also gained knowledge of Spanish dancing and music. A recent visit to a farm increased their knowledge of different farm animals and machinery. Children use a range of commercial construction kits to build model vehicles and simple structures. ICT is used soundly to support children's learning. For example, they used a 'paint' program to create pictures of plants. Suitable colours are chosen for their work. Children's achievement is good in this area of learning. Most children achieve well in this area of learning but standards are below average in relation to the goals expected for children at the end of the reception year.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Climbing equipment is limited.
- There are good opportunities for developing manipulative skills.

Commentary

63. Teaching and learning are good. Teachers and support staff provide a good range of activities for all children. Clear instructions and demonstrations promote their learning well. Children effectively develop their manipulative skills through working with construction kits, using basic tools and writing implements. They have sound opportunities for riding a range of vehicles. In the playground, most children travel and move with increasing co-ordination and control. Opportunities for children to develop their climbing skills are limited in the outdoor play area due to a lack of large equipment. The school is aware of this and has clear plans to improve the outdoor play area by investing in more equipment and building a covered area. Most children achieve well in this area of learning but standards are below average in relation to the goals expected for children at the end of the reception year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children are provided with a wide range of activities and achieve well.

Commentary

64. Teaching and learning are good. Children are provided with a broad range of activities to develop their creative skills including dance, role play and painting. Teachers and support staff use an effective blend of providing good direct teaching and allowing children to explore. Interesting resources are selected to stimulate children's interest. During the inspection, children performed a simple Spanish dance to taped music. They explored sounds with castanets, maracas and a guitar. Children then danced to a more complex routine which involved stamping their feet and swirling their skirts. In the role-play area, children were at the travel agents. They sold airline tickets to Spain and other similar destinations. Children use paint, wax crayons or chalk to create large pictures of flower heads with leaves and stems. They use colour well to produce some striking work. Most children achieve well in this area of learning but standards are below average in relation to the goals expected for children at the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because the very good assessment and feedback enhances and complements the very good teaching.
- Effective school action has promoted very good improvement in reading and writing in Years 3 to 6 since the last inspection.
- Pupils do not always present their work well and their handwriting is not consistently joined.

Commentary

65. Standards are below average this year in Year 2 and in Year 6 they are average. Both boys and girls of all levels of attainment, including those with special educational needs and those with English as additional language, achieve very well through the school. Both reading and writing have improved significantly. Very good improvements have been made since the last inspection, especially in Years 3 to 6 where standards at the time of the last inspection were below average and progress unsatisfactory.

66. Standards this year by Year 6 are well above average in reading, in writing they are average and in speaking a little below average. Although the school works very hard to promote pupils' confidence in speaking, there are still many examples of poor grammar and indistinct speech. One very good lesson focused on story telling skills, helping pupils to speak clearly and with expression.

67. A number of factors have contributed to the very good improvement in the pupils' achievement. The most significant has been the improvement in the quality of teaching and learning, which is now very good overall. It is good in Years 1 and 2 and very good in Years 3 to 6. The rigorous system of teaching phonics provides a strong foundation on which to build reading and writing skills. Basic skills are taught very well and teachers plan their work to be interesting as well as challenging. In particular there is very good attention paid to pupils learning sounds, word building and spelling strategies. Pupils are confident at 'having a go' and sounding out unknown or unfamiliar words. Homework, especially where parents read with their children, contributes well to raising standards.

68. The very good teaching is enhanced by the very good assessment, which contributes strongly to pupils' very effective learning. Regular half-termly assessments are undertaken and detailed records help teachers to target work accurately to match pupils' particular needs. Additionally, pupils are set targets, which they refer to frequently, and this helps to motivate them. The pupils have an important role in setting some of their own targets. Marking is regular and very helpful and good strategies have been introduced that help pupils to check their own work and to make improvements. These are used consistently well by pupils to help them to know how to re-draft and develop their work, to assess their learning and to set future targets. Teachers have worked very hard at implementing these and they have contributed well to the very good overall improvement in writing. Teachers also promote an enthusiasm for reading the works of modern children's authors and the older pupils read extensively for enjoyment. Teaching assistants are also used very well to work with groups, whilst the teacher concentrates on other groups. Learning intentions are explored well at the start of the lesson and often referred to as the lesson continues, resulting in pupils being very clear about what they are learning and why. For example, when adding the use of musical resources for sound effects to a 'story telling' session, the teacher reminded the pupils that this was not a musical composition, but to develop and enhance their story telling skills.
69. Whilst there have been improvements in writing and the quality of work in pupils' books confirms the very good teaching and learning, handwriting and presentation have not been given sufficient emphasis and there is scope for improvement. Pupils have regular handwriting practice, but not often enough. Also the neat handwriting in their handwriting books is often not reproduced in other books. Marking focuses mainly on content and presentation is not commented upon.
70. The very good leadership by the co-ordinator has made a substantial contribution to raising standards, particularly in Years 3 to 6. A wide range of discussion and training has been provided for teachers and many new strategies have been established. Teaching and learning are monitored well and the co-ordinator has a good overview of teaching and pupils' learning through the school.

Language and literacy across the curriculum

71. Teachers make good use of opportunities for pupils to practise and apply their literacy skills. Examples include researching for information on the Internet in a mathematics lesson to collect different data. There are particularly good opportunities in geography and history for pupils to use their literacy skills effectively. However, in science and mathematics particularly, opportunities for pupils to write are lost where the work sheets to be filled in do not require much written work.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Overall, teaching and learning are very good and pupils achieve very well.
- Assessment and the tracking of pupils' attainment are very good.
- Very good leadership and management contribute to the very good pupil achievement and to the very good provision.
- There are inconsistencies in pupils' presentation of written work.

Commentary

72. Standards are below average in Year 2 and all groups of pupils including the more able, those with special educational needs and those with English as an additional language, are achieving well. This good achievement is due to the good teaching and the effective support that pupils receive. Due to very good teaching and their very good attitudes to learning, the achievement of all groups of pupils in Years 3 to 6 is very good. Considering the high proportion of pupils with significant learning difficulties in Year 6 and the high levels of mobility, pupils do very well to attain average standards. Standards in Year 2 are similar to those reported at the last inspection but standards in Year 6 have improved from below average to average. Overall improvement has been good.
73. The quality of teaching and learning is very good overall. Teaching and learning are good in Years 1 and 2 and very good in Years 3 to 6. Lessons are well planned and clear learning objectives are identified. These are effectively shared with the class so pupils know what they are expected to learn. Teachers' explanations and demonstrations of mathematical operations are clear and informative. Pupils are attentive, enthusiastic and often make very good gains in mathematical knowledge and understanding. Teachers use questioning skilfully to challenge pupils' thinking and check their understanding of the work. Pupils respond very well and are keen to express their ideas and demonstrate what they have learned. Pupils are grouped by ability into sets for their lessons. This approach is effective and helps teachers to match activities and tasks accurately to pupils' different attainment and needs. As a result, pupils are suitably challenged and their interest is maintained. Learning support assistants are well deployed and make a good contribution to pupils' learning particularly for those with special educational needs.
74. Pupils produce a good quantity of work and an examination of their books and folders confirms that overall most make very good progress. This also confirms very good teaching and learning in Years 3 to 6. However, the presentation of pupils' work is inconsistent. While some pupils show care and pride in their work, others produce work which is untidy. The school does not have a consistent policy on how pupils are expected to present their work. Furthermore, the overuse of photocopied worksheets does little to encourage pupils to plan and organise their work well.
75. There are very good systems for assessing pupils' individual attainment, and this is tracked effectively as they move through the school. The school makes very good use of assessment data to plan the next stages of pupils' learning. As a result, work is very well matched to pupils' needs. The marking of pupils' work is good. Marking is both diagnostic and developmental with pupils being given praise for good work and constructive comments to help them improve.
76. Leadership and management of the subject are very good. The curriculum is well planned and the National Numeracy Strategy has been implemented effectively. The co-ordinator's role is very well developed and this has a positive effect on the quality of teaching and learning and on pupils' achievement. Teachers' planning is effectively monitored and samples of pupils' work are viewed. National Curriculum test results are effectively analysed. Teaching and learning is monitored on a regular basis. As a result of this effective monitoring and evaluation, the co-ordinator has a very clear overview of standards and provision across the school.

Mathematics across the curriculum

77. Pupils apply and develop their numeracy skills satisfactorily in other subjects. Measuring and interpreting skills are soundly applied in subjects such as science and geography. Pupils in Year 6, interpret the data in line graphs that are presented to them in science. However, there is little evidence of pupils producing line graphs from the results of their own investigations.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and in Year 6 attain standards that are above average.
- The quality of teaching and learning is very good.
- Pupils have very positive attitudes to learning.
- There is an over-reliance on using photocopied work sheets to record and consolidate learning.

Commentary

78. The achievement of all groups of pupils is good in Years 1 and 2. Pupils start from a low base with very limited understanding of scientific principles and how to organise investigations. By Year 2 standards are below average. All groups of pupils achieve exceptionally well in Years 3 to 6 and, by Year 6, pupils attain standards that are above average. This represents very good improvement since the last inspection when standards were below average. In the national tests in 2005, a high proportion of pupils, nearly two thirds, exceeded the national target of Level 4 and attained the higher Level 5 standard. A significant proportion of pupils in Year 6 are entered on the register of pupils with special educational needs. They are supported well and their achievement is very good. Thorough assessments are made of pupils' attainment and progress and any gaps in learning are identified quickly so that extra support can be given to boost performance. All strands of the subject are covered well but work is often geared to completing worksheets. This does not do justice to the pupils well developed knowledge and understanding and is sometimes at the expense of opportunities for pupils to carry out and record their own investigations more imaginatively.
79. Overall teaching and learning are very good. Teaching in Years 1 and 2 is good and it is very good in Years 3 to 6. All the lessons seen in Years 3 to 6 were very good. In one very good lesson for pupils in Year 3 on micro-organisms, glitter was used well to illustrate how pervasively such organisms spread. The teacher put her hand into a bag of glitter and shook hands with several pupils who then shook hands with their friends. In seconds the glitter had spread to all pupils and appeared on door handles, light switches, foreheads and knees. In this lesson pupils showed that they had an excellent understanding of the need to set up a 'control', where conditions are not changed whilst changing each of the variable factors, such as moisture, warmth and air, in each of the other series of experiments. In a very good lesson for pupils in Year 6, pupils designed animals that were adapted to suit the conditions of specific habitats. They made intricate models of their animals and gave clear reasons about how the adaptations supported survival in the face of specific environmental conditions. This represented very imaginative teaching and pupils were highly motivated.

80. One key factor in the school's good performance in this subject is the quality of teaching provided by a highly experienced specialist teacher who is very well qualified to teach the subject. She teaches science to Years 5 and 6 and provides good support for teachers in other year groups. Her exemplary teaching stimulates highly effective learning. She maintains very high expectations of the ability of all pupils to make very good progress and to attain the highest possible standards. She has been largely responsible for maintaining the school's good performance in this subject every year. The school's performance in national tests fell briefly, but dramatically, in 1996 when she was on maternity leave. Teachers quickly establish excellent relationships with pupils and this promotes very good behaviour and very positive attitudes to learning. As a result, pupils listen attentively and settle quickly to activities, making full use of lesson time. Lessons are well planned and prepared, drawing on teachers' secure subject knowledge. Computer-linked display boards are used exceptionally well in some lessons.
81. Clear learning targets are shared with pupils, so that they understand what they are expected to learn. Teachers have high expectations of pupils' performance and teachers challenge all groups appropriately, so that learning is effective for all. Teaching assistants support pupils with special educational needs particularly well and this helps them to achieve very well.
82. The deputy headteacher has recently taken on the role of subject leader. The specialist teacher also plays a vital role in the subject's management. Not only is her teaching exemplary but she also helps to monitor pupils' progress. She supports pupils who are a little unsure in their knowledge and understanding and gives extra support to boost their performance. The leadership and management of the subject are very good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- All groups of pupils are achieving very well.
- Teaching and learning are very good.
- Pupils are using ICT well to support their learning in other subjects.
- Very good leadership and management contribute to these favourable outcomes.

Commentary

83. Standards are average in Year 2 and above average in Year 6. Across the school, all groups of pupils are achieving very well. The very good achievement is due to very good teaching, a well planned curriculum and good opportunities to apply and develop ICT skills in other subjects. While standards in Year 2 are similar to those reported at the last inspection, standards in Year 6 have improved from average to above average. This represents good improvement.
84. The quality of teaching and learning is very good. Lessons in the computer suite are very well planned with clear learning objectives identified. These are effectively shared with the pupils so they know what they are to learn. Teachers have a very secure command of ICT and provide clear demonstrations and explanations of ICT operations using the computer-linked whiteboard. Pupils are given very good opportunities to practise and develop skills. Collaborative work is well developed and pupils often work at computers in pairs. Teachers and support staff move efficiently between individuals and pairs providing effective instruction and feedback. The end of the lesson is used

very well for pupils to review their learning and to assess whether they have achieved the learning objectives. As a result, pupils demonstrate a good knowledge of their learning.

85. In a very good Year 2 lesson, pupils used a computer program to design symmetrical patterns. They created impressive colourful patterns based on Islamic art. In a very good Year 3 lesson, the teacher used an impressive program to demonstrate how email works and illustrated the numerous benefits of emailing. Pupils then sent emails of their own. In the two Year 5 classes pupils made very good gains in using the Internet as they found information about Australia and South Africa. They used different search engines and used appropriate operations to refine searches to find specific information more effectively. In all these lessons, the pupils were highly motivated, showed very good concentration and were productive. All pupils made very good gains in their learning.
86. Pupils in Year 6 produce multimedia presentations of their Egyptian topic including mummies and pyramids. They import attractive images from the Internet or the computer's bank. They use text editing facilities to annotate the illustrations. They link a number of slides together and effectively add sound and transitional effects.
87. The co-ordinator provides very good leadership and manages the subject very well. The ICT curriculum is well planned and is based on national guidance and supported well by a locally produced scheme. There is a good computer suite with seventeen computers, which is used well for the teaching of ICT skills. Unfortunately the suite is a thoroughfare to other parts of the school and this can cause disturbances when classes of pupils pass through. The school employs a technician who is a great asset. He ensures that the computers and software are in good working order and this enables teachers to focus on teaching and learning without having to worry about dealing with technical problems. The co-ordinator has a clear overview of standards and provision because of the effective monitoring and evaluation of teaching and learning, teachers' planning and pupils' work. The school has made good improvements since the last inspection.

Information and communication technology across the curriculum

88. Pupils use ICT well to support their learning in other subjects. For example, in Year 3 in science, pupils used a computer to combine graphics with text to enhance the presentation of their plant topic. They used attractive coloured illustrations of different parts of the plant such as the stem, flower and root. They added a caption to the parts such as 'The flower attracts insects'. This work was well organised and presented. In a Year 6 lesson during 'Multi-cultural Week' pupils used spreadsheets and entered the population of different countries. They converted this data into a bar or pie graph and interpreted it well.

HUMANITIES

Religious education was inspected in detail and is reported in full below. Work in history and geography was sampled, but these subjects were not inspected in full.

89. A portfolio of pupils' work examined, showed a good range of work covered, involving **history** topics to cover the National Curriculum. The school's new way of teaching interlinked subjects has increased opportunities for history to be taught effectively. In a Year 1 lesson, pupils surveyed the contents of their own homes and compared and contrasted this with pictures of

traditional South American Indian homes. They were able to recognise many similarities and differences, using logic such as 'they did not have electricity so they couldn't have televisions'.

90. The planning of the **geography** curriculum shows that pupils have good opportunities to acquire and develop knowledge, skills and understanding in a steady and systematic way as they move through the school. Pupils' learning in geography is enhanced by visits and 'theme weeks'. For example, during the inspection week, each class studied a different country as part of 'Multi-cultural Week'. This was an interesting initiative where pupils made good gains in their knowledge of different countries and their cultures. In a good lesson in Year 2, pupils compared and contrasted Pitsea with a village in Pakistan. Photographs of both locations engaged the pupils' interest and encouraged them to ask questions. Pupils identified similarities and differences between the two locations. Computer linked display boards were used particularly well in Year 3 to present well illustrated information about Canada and Australia. Here good links were made with numeracy as pupils considered the winter temperature in Canada being minus 30 degrees Celsius compared to the ice pots the pupils had made in science which were minus 10 degrees Celsius, Mount Hogan being 6,000 metres above sea level and the fact that there are over two million lakes in Canada. During 'Multi-cultural Week' each class 'adopted' a country and studied it in depth. This advanced pupils' knowledge and understanding exceptionally well.

Religious education

Provision for religious education (RE) is **good**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual, moral and cultural development.
- Writing skills are not used well enough to record work.

Commentary

91. There has been good improvement since the last inspection. Provision has improved and standards, at the end of Year 2 and Year 6, are now broadly in line with the expectations of the locally agreed syllabus. The achievement of all groups of pupils is good. Improvements have been made in teaching the subject more methodically according to a new planning framework, which gives teachers good support and guidance in planning sequences of lessons. In addition, the co-ordinator has very good subject knowledge and she shares this well with teachers and helps with ideas and planning. Furthermore the subject is now taught regularly and more time has been allocated to teaching and learning.
92. The focus of lessons seen was 'Learning about religion' and was well integrated into the multi-cultural theme week. In Year 2, pupils discussed the symbolism of water in religion and in particular to the Muslim religion. Pupils in Year 4 compared different creation stories from African cultures. An outstanding lesson in Year 6 involved meditation. As part of their study of Buddhism, one class shared their research with the other parallel class. They then prepared themselves for a session of meditation, aiming to clear their minds. They sat in a large circle and stared intently at a candle flame whilst listening to soft Indian music. The teacher read a powerful 'visualisation' passage. Pupils were able to have a real, rich experience of meditation. Afterwards many said that they had found the experience very calming and that they felt themselves relaxing and feeling happy and comfortable. Several said it helped them to release their worries and tensions. They were keen to repeat the experience.
93. The quality of teaching and learning is good. In the lessons seen, teachers have a good command of the subject and teaching assistants are used well to support group work and discussions. All lessons focussed well on other people's cultural traditions and respect for

people's beliefs, making good links with pupil's spiritual, moral and cultural development. There are missed opportunities to use writing to record work and reflect on the content of lessons. Many lessons rely on valuable discussion, but pupils are not required to record their learning through writing or maintaining visual material to capture gains in their knowledge and understanding.

94. The co-ordinator provides good leadership. She monitors planning and pupils' work and has established a satisfactory assessment system.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Too few lessons were seen in art and design, music or physical education to support overall judgements about provision, but these subjects were sampled. Design and technology was not inspected.

95. Good work was seen in **art and design**. In an excellent lesson for pupils in Year 5, pupils understanding of Aboriginal art was exceptional. They discussed the different styles of Aboriginal art that are associated with different regions. They could identify, for example, designs that are typically produced by people who inhabit the central desert area and could contrast them with the work of the people who inhabit the Arnhemland area of the country. They used their knowledge to interpret works such as 'Milky Way' and contrast this with 'Kangaroo Tale Dreaming' and 'Emu Dreaming'. They understand that Aboriginal art forms are often highly symbolic and they discuss different pictures knowledgably, 'They use symbols rather than trying to draw people', 'It's not like a photograph, like lots of our pictures are', 'They use dots and lines and there's the tracks of the animals they hunt'. 'It's like a map – an aerial view.' 'Sometimes they do x-ray pictures of people'. They understand and appreciate the beauty of the earthy tones and the symmetry and bold colour contrasts that typify much of the work. This appreciation of the finer points of Aboriginal art forms promoted great respect by pupils for the complexities of art from a totally different culture from their own. They fully understand the spiritual element of the work and the Aboriginal view that copying another person's work is tantamount to stealing a part of their being. The teaching here was excellent. The computer-linked projector was used exceptionally well to display powerful images found on the Internet.
96. In a very good lesson for pupils in Year 2 the computer-linked display board and the Internet were used well to develop pupils' appreciation of Islamic art forms. Here they developed a good understanding of why Muslims use regular symmetrical geometrical patterns as the basis for much of their art. Here good links were made between art and design, religious education and mathematics. Pupils in Year 1 showed skill in weaving material on looms to make landscapes that represented the Savannah in Kenya. In a good lesson in Year 6, pupils mixed henna with drops of water before painting traditional Mehndi patterns on their hands and fingers. Pupils have developed a very good appreciation of art from different cultures.
97. In a good **music** lesson in Year 1, the pupils made good gains in singing as they sang different songs from native America. They changed rhythm, pace and tempo to produce different effects. The teacher's approach was lively and brisk and this inspired the pupils. They participated well and thoroughly enjoyed the lesson. The choir consisting of 30 pupils from Year 3 to Year 6 recently performed at the Royal Albert Hall for the Barnardo's Centenary Concert. This was a special occasion which enabled the pupils to perform publicly at a prestigious venue. During the inspection a visiting steel band gave an impressive demonstration to different groups of pupils across the school. Pupils participated well and were given good tuition and opportunities to play the different pans. They showed enjoyment and great appreciation for this cultural experience.

98. Planning and photographic evidence shows that pupils across the school are provided with a wide range of activities in **physical education**. In an excellent lesson in Year 6, pupils learned traditional Turkish dances. The importance of graceful movement was emphasised and pupils participated with great concentration and enthusiasm. Pupils in Year 6 visit Grangewaters where they engage in a variety of outdoor and adventurous activities, including archery, abseiling and canoeing. The school participates well in local inter-school sports tournaments, including the district sports. It was particularly successful in tag-rugby. A good range of extra-curricular activities enrich the curriculum including cricket, gymnastics and football. Pupils in Years 4 and 5 have regular swimming lessons and most learn to swim at least 25 metres by the end of Year 5. The school was awarded the 'Active mark' in 2003.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE) and citizenship were sampled.

99. The school has a good programme for personal, social, health education and citizenship and the governing body ensures that the school meets statutory requirements in respect of its provision for sex and relationships education and drugs education. In a PSHE lesson in Year 1, photos of children from all over the world were used well to help pupils to recognise similarities and differences between themselves and children from other countries. The pupils talked sensibly, showing that they understood that there were lots of similarities as well as differences. In another Year 1 lesson, pupils were discussing what is fair and unfair and related this to the Americans who offered very small amounts of money to the native Americans for their land and homes. Pupils were able to relate this to their own feelings of being forced to leave their own homes. The multi-cultural theme continued in Year 4, where pupils learned about children's lives in Tanzania and Uganda. Good photographic evidence from a teacher's experience held the pupils' interest well and they asked sensible questions and learned effectively. Pupils in Year 5 discussed facts about Aboriginal life in Australia and demonstrated that they knew a great deal about the different cultural traditions of Aborigines in different regions. Pupils related well to the theme, discussing issues sensibly, and at times, with fierce indignation at issues which appeared to be unfair to the original inhabitants. The 'Multi-cultural Week' raised pupils' awareness of differences and similarities between a range of countries and contributed very well to pupils' personal, moral and cultural development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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