

INSPECTION REPORT

COPFORD CE (VC) PRIMARY SCHOOL

Copford, Colchester

LEA area: Essex

Unique reference number: 115074

Headteacher: Clare Reece

Reporting inspector: Tim Boyce

20932

Dates of inspection: 4th – 7th June 2001

Inspection number: 195514

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior School
School category:	Voluntary Controlled
Age range of pupils:	4+ - 11
Gender of pupils:	Mixed
School address:	Copford CE (VC) Primary School Road Copford Essex
Postcode:	CO6 1BX
Telephone number:	01206 210439
Fax number:	01206 210149
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David De' Ath
Date of previous inspection:	20 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20932	Tim Boyce	Registered inspector	Science information and communication technology geography	What sort of school it is. The school's results and achievements. How well pupils are taught. How well the school is led and managed.
9173	Sarah McDermott	Lay inspector		How well the school cares for its pupils. How well the school works in partnership with parents.
30864	Corinne Boyce	Team inspector	Mathematics history music religious education	Pupils' attitudes, values & personal development.
23233	Jo Cheadle	Team inspector	English art and design equal opportunities special educational needs	
11704	Peter Williman	Team inspector	The inspection of the foundation stage design and technology physical education	How good the curricular responsibilities offered to pupils are.

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire

B49 5QW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 14
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24 - 27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28 - 42

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Copford Church of England (Voluntary Controlled) Primary School is a smaller than average school, providing full time education for 172 pupils aged from 4 to 11 years. The school lies in Copford, to the south west of Colchester, in Essex. Pupils generally come from Copford and the local area, but because of its growing reputation, an increasing number come from further afield.

Just over one per cent of pupils come from other ethnic backgrounds, which is much lower than average. No pupils have English as an additional language. The social and economic circumstances of the majority of parents are above average. Only two pupils in the school are eligible for free school meals, which is much lower than average. An above average percentage of pupils, (26.5%), are included on the school's register of special educational need. The great majority of these have minor learning difficulties. No pupils have a statement of special educational needs.

Assessments administered on entry show that whilst the current reception class are generally above average, attainment on entry to the reception class varies from year to year and is usually broadly average. The school has recently admitted a significant number of pupils into other year groups, some of which have minor learning difficulties. When all these factors are weighed together, overall attainment on entry is average.

HOW GOOD THE SCHOOL IS

This is a very good school with some excellent features. Pupils achieve high standards in most academic subjects and develop very positive attitudes. They behave very well and get on very well together, achieving very good levels of personal development. The teaching is good overall and sometimes very good. The curriculum is broad, balanced and well integrated and helps pupils to make sense of what they are learning. The leadership and management are very good and the school has improved significantly since the last inspection. When these positive factors are weighed against broadly average attainment on entry and higher than average costs, the school provides very good value for money.

What the school does well

- Teaching and learning are good overall, and are very good in the class for the oldest pupils.
- Standards are higher than are usually found in most subjects and have improved since the last inspection.
- Very good procedures and high quality provision result in pupils having very positive attitudes. They get on very well together and are very confident and independent learners.
- Careful planning has developed a curriculum that is broad, balanced and coherent.
- The provision for pupils with special educational needs is very good and these pupils make very good progress.
- The leadership and management provided by the head teacher, her deputy, co-ordinators and governors are very good. The head teacher gives excellent leadership to the school.
- The school knows all its pupils' strengths and weaknesses very well and gives them very good individual attention when meeting their personal and academic needs.

What could be improved

- Some classrooms are too small and, at times, this has a negative impact on the learning of the pupils in those rooms. There is no proper staff room and the accommodation for management and administrative staff is poor.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved very significantly since the last inspection in May 1997. All of the key issues identified in the previous inspection report have been fully met and in almost every case these areas have become significant strengths of the school. The scheme of work for information and communication technology (ICT) is very detailed and meets all the requirements of the National Curriculum. It has been implemented with considerable success and, by the age of eleven, most pupils achieve higher than average

standards when working with computers. The head teacher, governors and co-ordinators have devised and implemented very effective procedures for monitoring the quality of teaching and the curriculum. The curriculum is now broad, balanced and coherent, giving real relevance to pupils' learning, whilst the quality of teaching is now much better than was previously found. All of the teaching seen was at least satisfactory and there was a much higher than average proportion of good and very good teaching. Procedures for assessing pupils' progress and attainment are now very good and are used very effectively to inform teachers' planning. As a result, work is very well matched to the needs of individuals and groups of pupils. The governing body now ensures that all National Curriculum subjects and religious education (RE) are taught to all pupils and complies with the requirement to report on its provision for pupils with special educational needs in its annual report to parents. In addition to the very significant improvements in those areas identified as key issues, there have been many other significant improvements that have resulted in the raising of academic and personal standards throughout the school. Given the quality of the management and staff and the momentum for improvement that has already been developed, the potential for further improvement is very good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	B	B	C	E
mathematics	B	A	B	D
science	A	A	A	B

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

The National Curriculum assessments for 11 year olds, administered in 2000, indicated that, when compared with the national average, standards were average in English, above average in mathematics and well above average in science. When compared with similar schools (those with up to 8 per cent of pupils' eligible for free school meals), results were well below average in English, below average in mathematics and above average in science. Trends over time show that standards, in English and mathematics, that had been steadily improving, dipped in 2000, but this was expected because this cohort contained a significant proportion of pupils with special educational needs. Very good standards in science were maintained despite the numbers of pupils with special educational needs, because of the very good teaching of experimental and investigative aspects of the subject.

Inspection evidence shows that standards at the age of 11 are above average overall in English, with pupils achieving well above average standards in speaking and listening. Standards in mathematics are above average, whilst standards in science are well above average, mainly due to the very good teaching of the experimental and investigative aspects of the subject. Pupils are making very rapid progress in ICT and the majority achieve standards that are higher than those usually found. Standards in design and technology (DT), history and music are higher than the national expectation, whilst standards in art and design, geography and physical education (PE) are in line with the national expectation. Standards in RE are good and exceed the expectations of the locally agreed syllabus. The school sets and achieves appropriate targets for its attainment in English, mathematics and science. Levels of achievement are good and all pupils are working to their potential. Pupils with special educational needs make very good progress and the majority achieve the national expectation.

The National Curriculum assessments for seven-year-olds, administered in 2000, indicated that standards were well below the national average for reading and below the national average for writing and mathematics. Teacher assessments for science also indicated below average standards. When compared to similar schools standards were well below average for reading, writing and mathematics. Inspection evidence supports the view that these poor results were due to the high number of pupils with special educational needs in that particular year group and found standards in the current Year 2 group to be above average in reading, mathematics and science. Standards were broadly average for writing. Standards are

above national expectations in geography, history and music and in line with national expectations for ICT, art and design, DT and PE.

Children make good progress in the foundation stage and the great majority achieve the required standard by the time they finish their reception year. Many pupils exceed these expectations in the areas of learning dealing with their personal, social and emotional development and in communication, language and literacy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school, work hard and do their very best in all their lessons.
Behaviour, in and out of classrooms	Very good. Behaviour is very good in class and this has a very positive impact on pupils' learning. Behaviour on the playground and around the school is very good.
Personal development and relationships	Excellent. Pupils get on very well together and appreciate the implications of their actions on others. Personal development is excellent and pupils are independent and responsible learners. Pupils have great respect for the feelings, values and beliefs of others.
Attendance	Good. Attendance is higher than average. Pupils are punctual to school and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching is good and is a major strength of the school. All staff work together very well as a team. All of the 53 lessons seen during the inspection were at least satisfactory. Of these lessons, 21 per cent were satisfactory, 45 per cent good, 26 per cent very good and 8 per cent excellent. This is a higher proportion of good and very good teaching than is usually found. The majority of the lessons judged to be satisfactory were taught by supply teachers. English and mathematics are taught well and good attention is given to teaching the basic skills of literacy and numeracy. Teaching meets the needs of all pupils very effectively. Higher attaining pupils, including those identified as being gifted and talented, are well provided for and make good progress. Pupils with special educational needs are very well supported and make very good progress.

The main strengths of the teaching are high expectations, the very positive relationships that teachers form with pupils, good subject knowledge and the wide variety of teaching strategies that they use to keep pupils on task and interested in their work. As a result, pupils come to school willingly and enthusiastically, concentrate very hard in their lessons and make good, and sometimes very good, progress. Pupils are given very good opportunities to become responsible and independent learners.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced and contains all the subjects of the National Curriculum and RE. Good opportunities are taken to forge effective cross-curricular links between subjects so that information, skills and concepts are taught in sensible units. The use of ICT across the curriculum is good and is a developing strength.
Provision for pupils with special educational needs	Very good. Pupils receive very good support when they are withdrawn from their classes by the special needs co-ordinator. They are also very

special educational needs	well supported in their classes by the numerous, highly skilled learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for moral and social development is excellent and makes a very positive impact on the attitudes, behaviour, relationships and personal development of the pupils. The provision for cultural development is good, whilst the opportunities for spiritual development are satisfactory.
How well the school cares for its pupils	Very good. Child protection procedures are very good. Staff know all the pupils very well and take very good care of all their personal and academic needs. Assessment procedures are very good and assessment information is used very well to match work to the needs of individual pupils.

The school has a positive relationship with parents. Parents have very positive views of the school and are very pleased with the standards that their children achieve. The information provided for parents is good overall; although the school is aware of the need to improve the quality of written reports in some subjects. Links between the school and parents are limited by the lack of suitable administrative and management accommodation.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The overall management of the head teacher, governors and key staff is very good. The head teacher has a very clear vision for the school and provides excellent personal leadership. The aims and values of the school are implemented with great consistency throughout the school.
How well the governors fulfil their responsibilities	Very good. Governors have a very clear understanding of their role and are fully involved in the running of the school. All statutory responsibilities are met apart from some minor omissions from their annual report to parents.
The school's evaluation of its performance	Very good. Monitoring arrangements are very effective and the head teacher and governors have a very clear and accurate understanding of the strengths and weaknesses that exist, and what action will be required. The school improvement plan is a very detailed and useful document that clearly identifies all areas for future development.
The strategic use of resources	Very good. The financial management of the school is excellent and is closely linked to the school improvement plan. All staff are deployed very effectively and very good use is made of the good quality resources that exist for most subjects. The school makes very good use of the limited accommodation available. The principles of best value are applied very effectively and the school gives very good value for money.

There is a good number of suitably qualified teaching and support staff. Resources are generally of good quality and are sufficient to meet the needs of the curriculum. The external accommodation is excellent and the school has worked hard to develop its grounds, to very good effect.

The internal accommodation is unsatisfactory overall. Two classrooms are very small and have to be used as thoroughfares. The noise and disruption caused sometimes has a negative impact on the quality of learning. The accommodation for management and administrative staff is poor and the lack of offices for either the head teacher or the administrative staff has a negative impact on the school's links with parents.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That their children enjoy coming to school.• The good progress made in most lessons.• The behaviour in school.• The quality of the teaching.• That the school staff are very approachable if parents have a question or a problem.• That their children are expected to work hard and do their best.• The firm leadership and management.• The way the school encourages pupils to become mature and independent learners.	<ul style="list-style-type: none">• The consistency and regularity with which homework is set.• How well informed they are about the progress their children are making.• The range of activities provided outside lessons.

The inspection team agrees with all the aspects identified by parents as strengths. Of the areas identified by a small number of parents as areas for improvement, the team feels that an appropriate amount of homework is set. The overall quality of information for parents is good, however, written reports to parents do not always provide sufficient information about how well pupils are doing and what they could do to improve in subjects other than English, mathematics and science. There is a good range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Baseline assessments and inspection evidence indicate that the majority of the children in the current reception class started school with levels of attainment that were higher than those usually found. However, because of the small size of some year groups and varying numbers of pupils with special educational needs, there is considerable fluctuation in attainment, on entry, from year to year. When the influence of those pupils who have joined the school since the reception class, (approximately 48 per cent, many of whom, 29 per cent, also have special educational needs), the overall judgement is that attainment on entry is broadly average. The overall judgement is similar to that found in the previous inspection report.
2. Most children enter the reception class with good language; literacy and social skills and these provide a sound basis for learning. Skills in the mathematical, creative and physical areas of learning are broadly average, as is their knowledge and understanding of the world. Good teaching ensures that the majority of children achieve well, irrespective of their gender, cultural background or social circumstance. All children, including those with special needs, make good progress and by the end of the foundation stage almost all children attain the Early Learning Goals. A large majority progress to work at, and attain the levels expected in the early stages of Key Stage 1.
3. In 2000, the results of the National Curriculum tests for seven-year-olds indicated that, when compared with all schools, and to similar schools, standards in reading were well below average. A broadly average number of pupils achieved the average Level 2, but few pupils attained the higher Level 3. This is mainly because there was a higher than average number of pupils with special educational needs. Inspection evidence confirms this and shows that the reading of pupils in the current Year 3 group is at least below average. The attainment of pupils in the current Year 2 class is above average, since this is a much stronger year group. This is a better standard than that found in the previous inspection when standards were average.
4. Results for writing indicated that, when compared with all schools, standards were below average. The trend had shown a gradual improvement since 1997 and was exceeding the level of national improvement until 2000, when it declined to its 1997 situation again. The profile shows a lower than average number of Level 2s, and an average number of Level 3s. Test results were not as good as the teacher assessment estimates. Compared to similar schools, standards were well below average. Inspection evidence shows that pupils in the current Year 3 group are still below average, but that standards in the current Year 2 group are broadly average. This is a similar situation to that found in the previous inspection.
5. Teacher assessments in speaking and listening, in 2000, indicated that standards at the end of Key Stage 1 were well below average. Inspection evidence shows that standards in speaking and listening for the current Year 2 group are above average. This is a better standard to that found in the previous inspection.
6. Results in mathematics indicated that, when compared to all schools, standards were below average. There were an above average number of 2Cs and 2Bs, and a below average number of 2As and Level 3s. When compared to those achieved in similar schools, standards in mathematics were well below average. The trend over time shows wildly fluctuating results since 1996, with alternate good and bad years. 2000 shows a sharp decline after being above average in 1999. Standards observed during the inspection were above average overall, but there were some minor weaknesses in using and applying mathematics. This is a better standard than that found in the previous inspection when standards were judged to be average.
7. Teachers' assessments for science in 2000 indicated that, by the age of seven, the number of pupils attaining the expected Level 2 was average overall, but that a lower than average number achieved

the required standard in experimental and investigative activities or the study of life and living processes. The proportion of pupils attaining the higher Level 3 was well below average. Inspection evidence shows a significant improvement on these results with above average standards found in all areas except experimental and investigative activities, where standards are well above average. These results are better than those reported in the previous inspection, which judged standards to be average.

8. Levels of achievement at Key Stage 1 are good and pupils build effectively on the good start made in the reception class. Inspection evidence shows that, by the age of seven, standards in ICT, art and design, DT and PE are in line with national expectations, whilst standards in geography, history and music are above average. Attainment in RE exceeds the expectations of the locally agreed syllabus. The standards found in DT, music and PE are similar to those found in the previous inspection, whilst standards in RE, ICT, geography and history are better than those previously reported. Standards in art and design are not as good as those reported in the previous inspection.
9. Results in English for eleven-year-olds in 2000 indicated that standards were average when compared to schools nationally. When compared to similar schools, using the criteria of the number of pupils eligible for free school meals, standards were well below average, but when compared to the results gained by the same age group in 1996/97, standards were below average. However, the school had grown considerably since that time and many new pupils joined the class. Trends show a slight decline in 2000 after being slightly above average in the two previous years. Inspection evidence shows that standards in reading and writing at the end of the key stage, are, once again, above average, whilst standards in speaking and listening are well above average. This is a better situation to that found in the previous inspection when standards were judged to be above average in reading, but only average in all other aspects of the subject.
10. Results in mathematics indicated that standards were above average when compared to all schools nationally. When compared to similar schools, using the criteria of the number of pupils eligible for free school meals, standards were below average, but when compared to the results gained by the same age group in 1996/97, standards were average. The trend showed a sharp decline in 2000 after a significant improvement from 1997 to 1999 took standards to well above average. A slightly higher than average number of pupils achieved the average Level 4 and the higher Level 5. Inspection evidence shows that, by the age of eleven, standards are above average overall, but that there are some minor weaknesses in the use and application of mathematics. These results are better than those reported in the previous inspection, which judged standards to be average.
11. Results in science for 2000 indicated that standards were well above average when compared to all schools nationally. When compared to similar schools, using the criteria of the number of pupils eligible for free school meals, standards were above average, but when compared to the results gained by the same age group in 1996/97, standards were well above average. Inspection evidence shows that overall standards are well above average, due in main to the very good teaching of experimental and investigative aspects of the subject. This is a much better standard than that reported in the previous inspection, when standards were found to be average.
12. Although it varies from class to class, achievement at Key Stage 2 is good overall and very good in the class for the oldest pupils. Pupils achieve well in Years 4 and 5 and very well in Year 6 because of the good and often very good teaching. Inspection evidence shows that standards in art and design, geography and PE are average, while standards in ICT, DT, history and music are above average. Standards in RE exceed the expectations of the locally agreed syllabus. Standards in ICT have shown a very significant improvement since the last inspection when they were judged to be unsatisfactory, and a key issue. Standards in DT, RE and history are better than those found in the previous inspection, whilst standards in geography, music and PE have been maintained. Standards in art and design are not as good as those reported in the previous inspection.
13. The development of key skills is good overall and there are many good opportunities provided for pupils to develop their key skills across the curriculum. Literacy skills are very well developed and

pupils throughout the school are given many very good opportunities for discussion and debate. In addition to the positive impact this makes on the listening and speaking skills of pupils, this has a very positive influence on their self-esteem and personal development. Numeracy skills are good and are applied well in a range of different subjects and situations. A real strength of the school is the way that meaningful applications of pupils' ICT skills have been developed throughout the school. The provision, in this respect, is much better than is usually found. Pupils develop good skills of research and inquiry in science.

14. All pupils make at least good progress irrespective of their prior attainment, gender or social circumstance. Pupils with special educational needs achieve standards in all subjects that are consistently in line with their abilities and often as would be expected for their age. Gifted and talented pupils are well provided for and make good progress. Pupils receive very good support to achieve individually set targets. Teachers use a wide range of strategies and resources to ensure that pupils are interested and concentrate well. The co-ordinator is very skilful in assessing the attention span and interests of pupils, and devises games and tasks that sustain and enhance their concentration skills.

Pupils' attitudes, values and personal development

15. Children in the foundation stage are enthusiastic and are happy to come to school. They are eager to learn and respond very well to the high expectations of their teacher. They behave very well and little time needs to be spent on class control. The children are attentive and active learners who are keen to answer questions and to respond to their classmates. They take their turn well and allow others equally to have theirs. They support each other well in groups and collaborate effectively when sharing equipment. They are proud of their work and are eager to recount how they achieved it.
16. The attitudes and personal development of all pupils are very good, irrespective of their gender, prior attainment or social circumstance. This is a significant strength of the school and is an improvement since the last inspection. Pupils enjoy being at school and this is shown in their very good attitudes to work the excellent relationships that exist and the very good behaviour they display. These attitudes help pupils to learn very effectively. Parents confirm that their children enjoy coming to school.
17. In all lessons seen, pupils' attitudes are always at least satisfactory, sometimes good and often very good. They are enthusiastic and concentrate well. They receive very good support from teachers and learning support staff. Pupils are articulate and eager to contribute to discussions, such as when pupils in the Year 1/2 class shared their ideas about trust and when pupils in a Year 5 class discussed the symbols of Judaism. Most pupils settle well to tasks and organise themselves sensibly into groups, when necessary. A few boys in Year 3, however, are easily distracted and find difficulty organising themselves without assistance. Pupils are generally interested in their lessons and are willing to bring in related books and artefacts; such as in Year 6, when a pupil brought in some replica Greek pots to show the class. Teachers encourage them in this and value their contributions. As a result, pupils have high self-esteem and this promotes very effective learning.
18. Pupils with special educational needs have very good attitudes to their work and enjoy the activities provided for them. They are aware of their own difficulties, eager to make progress and they enjoy learning. The relationship between pupils and the co-ordinator are very positive. They work in a productive atmosphere where there is no fear of making a mistake. This effectively builds their confidence and encourages good very good rates of learning. This supportive environment for learning is evident in all classes and has a very positive impact on pupils' learning.
19. Behaviour in classrooms, in assemblies, at break-times and around school is very good. This contributes to a very happy atmosphere, in which pupils' successes are recognised and which reinforces positive behaviour. Many parents choose the school because of its ethos and are very pleased with the standards of behaviour. No oppressive behaviour was witnessed during the period

of the inspection and parents are confident that any type of bullying or harassment would be dealt with promptly. Inspectors endorse this positive view. There have been no exclusions in the last school year.

20. The personal development of the pupils and relationships throughout the school are excellent. This is a happy school where pupils feel very confident to bring matters, which concern them to the attention of their teachers. This is because they know that these matters will be considered fairly. Pupils listen to what others have to say and help each other. They respect the values and beliefs of others and are sensitive to the feelings of other pupils. Pupils express a pride in their school and feel valued. Everyone plays a part, especially the older pupils, in making sure that day to day events run smoothly. For instance, the oldest pupils help to set up the hall for lunches, take turns to help in the tuck-shop and to feed the birds. These responsibilities have a positive impact on pupils' personal development. Pupils are very organised and mature in their working habits and have developed very high levels of independence. They conduct independent research confidently, and effectively, and have great self-belief.
21. The attendance of pupils is good. The attendance rate is above the average for primary schools. However attendance has not improved at the same rate as most schools and is now considered good rather than very good as at the last inspection. Most authorised absence is due to illness or holidays. There are a significant number of holidays taken in the term time, which prove disruptive to teaching and learning. There is no unauthorised absence. Parents are conscientious in letting the school know why their children are missing school.

HOW WELL ARE PUPILS TAUGHT?

22. The overall quality of teaching observed during the inspection was good. All of the lessons observed were judged to be at least satisfactory. Twenty one per cent were judged to be satisfactory, forty five per cent were good, twenty six per cent were very good and eight per cent were excellent. This is a much better standard of teaching that was found in the previous inspection, when more than ten per cent of the teaching seen was judged to be unsatisfactory. There was a much higher proportion of good, very good and excellent teaching, which is clearly making a very positive impact on the learning of the pupils and the generally above average standards achieved in most subjects. The quality of teaching found in the upper years of Key Stage 2 is very good overall and, on occasions excellent. Pupils with special educational needs receive very good teaching when they are withdrawn from their classes by the special needs co-ordinator. All staff work together very effectively as a team and there is great consistency in the way that policy is implemented in practice. Learning throughout the school is good overall and all pupils are making good progress in most subjects irrespective of their gender, prior attainment or social circumstance.
23. The teaching in the reception class was good, or better, in more than seventy five per cent of the lessons seen. As a result of this good, sometimes very good and occasionally excellent teaching, all pupils in the Foundation Stage are learning effectively and are making good progress. Teaching is characterised by very detailed planning, enormous enthusiasm, excellent relationships, the very good use of ongoing assessment, the very good use of time, support staff and resources and very good classroom management.
24. In the excellent lesson observed the reception teacher made very good use of praise when encouraging the children to sound out their spelling words confidently and with genuine enthusiasm. She used a wide range of different strategies to ensure that learning proceeded swiftly and that all the children were fully engaged with what was happening. As a result the children concentrated very hard and tried their very best. The teacher took full advantage of the teaching and learning opportunities that were presented when she made a minor error when writing on the flipchart. She made excellent use of humour and her excellent relationships with the children to remind them of the importance of reading back what they had written, particularly when writing long and complex words like "computer".

25. The quality of teaching at Key Stage 1 is good overall. The better teaching seen was in lessons for English, mathematics and science, where the teachers are particularly confident when establishing the basic skills of literacy, numeracy and scientific investigation. The teaching in most other subjects is satisfactory, although there are also strengths in the teaching of RE and music. Teaching is characterised by very detailed planning and the very good use of on-going assessment. This ensures that work is effectively modified during lessons to meet the needs of individual pupils and helps pupils learn at a brisk rate. Other strengths of the teaching observed include good relationships, secure discipline, the good use of time, support staff and resources and effective classroom management strategies.
26. The quality of teaching at Key Stage 2 is good overall. It is very good and sometimes excellent in the class for the oldest pupils in the school. The generally good teaching observed in the key stage during the inspection results in good, and often very good progress in lessons as pupils are enthused by the exciting range of work that is presented for them. Part-time staff working as supply teachers with the Year 2/3 class taught the majority of satisfactory lessons observed during the inspection. Any relative weaknesses identified were the result of a lack of familiarity with the group, which contains several pupils with special educational needs who need significant support to remain on task.
27. Common strengths of the teaching observed at Key Stage 2 were very good subject knowledge, very detailed planning, a very good match of teaching methods to the activity being tackled, the very good use of time, support staff and resources and the very good use of day-to-day assessment. This ensures that pupils are learning effectively and that most pupils are reaching their full potential most of the time. Excellent teaching, particularly in literacy and music resulted in very effective learning. It was characterised by excellent relationships, a very brisk pace with the good use of deadlines for tasks, thorough preparation and very good subject knowledge. Homework is set regularly and effectively supports the work completed in lessons. Teachers link subjects together very effectively and in one ICT lesson for pupils in the Year 4 class, for example, pupils effectively re-enforced their learning of the science of shadows by examining the pointillist techniques of the artist Seurat. In a very good science lesson about how sounds are produced, pupils in the Year 6 class were given very good opportunities to use and apply their knowledge and understanding of music. They composed music to be played on glass bottles containing varying amounts of water, sometimes to a very high standard.
28. The teaching of basic skills is good overall. The teaching of literacy and numeracy is good. Teachers have a good understanding of basic skills and use a wide range of different and appropriate techniques that make learning interesting for the pupils. There are some suitable opportunities for pupils to conduct mathematical investigations and to develop problem-solving strategies, but the co-ordinator is aware that the teaching of this area requires further improvement. There are numerous good opportunities provided for pupils to use and apply their mathematical skills in other subject areas. The teaching of ICT is good overall and is dependent on the subject expertise of individual teachers. It is good in the reception class and in most Key Stage 2 classes. The teaching of ICT is a particular strength of the provision for the oldest children. The teaching of experimentation and investigative aspects of science is very good and makes a very positive impact on pupils learning, since pupils learn to approach problems methodically and are very organised in their work.
29. The teaching of pupils with special educational needs is very good. The co-ordinator has very good specialist knowledge and very relevant previous experience, which greatly adds to her effectiveness. Teaching is at least very good in all sessions and some excellent teaching was observed during the inspection. The very successful liaison with learning support assistants ensures that there is common understanding of pupils' targets and clarity of work set for them. Support assistants make a very positive contribution to the learning of pupils' with special educational needs. Individual education plans are very detailed and support class teachers in their planning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

30. The quality and range of learning opportunities are very good. The curriculum is broad, balanced and relevant throughout the school. The curriculum for the Foundation Stage is of good quality and includes all of the content of the Early Learning Goals. Planning also enables higher achieving children to work on relevant aspects of the programmes of study for Key Stage 1. The curriculum across the school includes all the subjects of the National Curriculum and RE. This is a significant improvement from the time of the last inspection when the many of the programmes of study of the National Curriculum and RE were not being taught and the curriculum for ICT did not meet National Curriculum requirements. Governors meet their curriculum responsibilities well and have been fully involved in the development of policy documents.
31. It was reported at the time of the previous inspection that there were no schemes of work to inform teaching. A detailed whole curriculum plan is now in place and is supported by detailed schemes of work. The documentation and guidance for long and medium-term planning is now of a very good quality and is used well to inform teaching and learning. Teachers maintain detailed day-to-day plans to guide their teaching. Good use is made of national guidelines to provide consistency, continuity and progression to the work of the school. The improvement in curriculum represents a commitment of much hard work, measured thought and determination and its success is a credit to the leadership and management of the school. The time available for the curriculum meets national guidelines, but the schools' significant efforts to raise standards in the core subjects has limited the time available for some other subjects, such as geography and art. The school makes good use carefully planned cross-curricular subject integration to give the curriculum relevance.
32. The provision for personal, social and health education together with citizenship is very good. Detailed policies, including those for drugs and sex education, have been very effectively integrated into a whole school scheme of work and provide comprehensive guidance for teachers. The National Literacy and National Numeracy Strategies have been introduced successfully and are having a significant impact on raising standards in English and Mathematics. The full impact of these strategies on the schools' results in tests has yet to be realised as pupils currently reaching the top of the school have not experienced the full course.
33. Pupils are given good opportunities for practical and investigative work in most subjects and this is a particular strength of the provision for science. ICT is well integrated into all subjects of the curriculum. In PE lessons, pupils who are unable to take part in the lesson, due to injury, still play an active by recording well-executed routines with the digital camera. The teaching programme for practical subjects is effectively re-enforced when the school concentrates on a particular subject for a week. A recent art week resulted in the pupils producing an interesting range of work and made a significant impact on the standards achieved.
34. All pupils are given equality of access to the curriculum irrespective of their gender, ethnicity, social circumstance or prior attainment. The overall provision for pupils with special educational needs is very good. The curriculum provides support in those areas where pupils have the greatest difficulties. Pupils' social and moral understanding is very well developed through the special needs' curriculum. Opportunities to learn about taking turns, answering appropriately, sustaining concentration and behaving well are every day aspects of the provision. The school provides a good range of extra-curricular opportunities.
35. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good and this has improved since the last inspection. The school gives considerable attention to the personal development of its pupils within the context of an orderly and caring community. Pupils are given many good opportunities to develop as mature and responsible people.
36. Provision for spiritual development is sound. This is a Church of England Voluntary Controlled school where a Christian ethos is emphasised. Assemblies, which include an act of worship, are held daily either in the hall or in classrooms. During the period of the inspection, the overall theme

for assemblies was related to friendship. The music, the stories and the lighting of a candle all had a positive effect on pupils' spiritual development. The quality of assemblies reflects the aims and values of the school very well and religious education lessons provide pupils with a good insight into the nature of religious belief. However, opportunities for spiritual development were sometimes missed during the inspection and moments of spiritual awareness were rare.

37. Provision for moral development is excellent. The school helps pupils to gain a clear understand of the difference between right and wrong. There is a very positive approach to behaviour, which makes a very effective contribution to pupils' moral development. A secure framework of class rules negotiated and shared with pupils, helps guide pupils' behaviour. All adults in the school provide good role models and help pupils understand the consequences of inappropriate behaviour. The school values all pupils equally and fosters the qualities of consideration and co-operation. In a history lesson, for example, pupils in the Year 1/2 class were encouraged to make comparisons between the rich and poor in Victorian times, enabling them to explore issues of fairness. In an RE lesson pupils in the Year 4 class were also encouraged to examine their feelings of anger and concern about certain world events.
38. Provision for social development is excellent. Teachers and other adults in school provide very good role models, and relationships, overall, are excellent. Pupils with special educational needs are well integrated into school life. Many opportunities are provided for pupils to develop social skills. For example, the "Colchester Crucial Crew project" for pupils in Years 5 and 6 helps promotes social responsibility, whilst teaching pupils to make sensible decisions about their own and others' safety. Within classes pupils are expected to hand out books or tidy up tables and older pupils run the tuck shop or prepare the hall for assembly. At lunchtimes Year 5 and 6 pupils are encouraged to help the infant pupils with their food and cutlery. Paired reading between the older and younger pupils promotes a caring and supportive attitude. The promotion of independence in learning is very good. Playtimes are very sociable occasions, when all pupils share the playground equipment amicably. All year groups take responsibility for routine matters in their classrooms and the oldest pupils carry out lunchtime duties and help out in the tuck-shop. A booklet "What does it mean to be part of our school" records events and visits and includes collections for charities, such as, "Jeans for Genes". These opportunities make a significant contribution to pupils' progress and personal development. Certificates in the foyer testify to pupils' involvement in the community and the emphasis on helping those less fortunate than themselves.
39. Provision for pupils' cultural development is good and is developed through mathematics, music, art, geography and RE, for example. A classroom display about where "Barnaby Bear" has been for his holidays, for example, helps pupils in the Year 1/2 class to develop a greater awareness of the wider world. A display of masks from different cultures helps pupils in Year 5 pupils to appreciate the diversity of other cultures in the world. A range of music from different countries is used in music lessons and assemblies. Teachers read stories, which allow pupils to consider the varied cultures within British society and the contribution of words from other languages to English. There is an adequate supply of multi-cultural books in the library and classrooms. Pupils visit the local museum in Colchester and local places of worship and the whole school takes part in a music festival for pupils from small schools.
40. The school has very good links with the community. These have improved since the last inspection as the school has made a concerted effort to improve the liaison with the wider community and business. Contacts beyond the school have increased over the last 4 years are extremely well recorded in the "What does it mean to be part of our school?" book. There is an impressive list of sports, music, charity, health and local village links. Of particular success have been the grants received and beneficial contacts made for the development of the school grounds. Employees from a local DIY store helped pupils to plant trees and shrubs. Pupils have regular contact with staff from the Essex Wildlife Trust and this helps pupils to learn about nature and the environment. The local policeman is a regular visitor and is a useful contact for the school in their safer parking campaign. The head teacher and the vicar are successful in maintaining strong links between the school and the local church and the vicar is often in school to take assemblies or to give talks to the pupils. A recent special church service for mothers and carers was very well supported.

41. There are good links with secondary schools that ease pupils in Year 6 through the transfer process. The school has also worked very effectively with one particular secondary school to improve the teaching and understanding of ICT. The school works as part of a cluster of local schools and constructive relationships with other local primary schools help staff to share professional development opportunities and to discuss curriculum initiatives.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has extremely rigorous and thorough procedures that underpin all aspects of the personal and academic care and support of the pupils. The very accurate identification and monitoring of pupils' needs leads to good learning. This whole aspect has improved very well since the last inspection.
43. The health and safety procedures are outstanding. The deputy head teacher, the governor representative and the site manager meet regularly to assess risks. Check lists and monitoring forms are meticulously completed and any potential hazards are dealt with very quickly. Much careful consideration has been taken in organising the school to be safe for the pupils. No safety detail is ignored and, for example, pupils playing on the wooden adventure trail must only use it a class at a time and their footwear must be appropriate. The playground has been extended to provide a separate parking area for staff cars, so avoiding the need for pupils and their parents to negotiate parked cars on their way to and from school.
44. The school has very good child protection procedures. The head teacher is the person nominated to deal with child protection. She keeps herself well informed and attends meetings held each term by the local education authority (LEA) for nominated persons. All staff are reminded each year of up to date procedures and there is an annual review of the school's own practices relating to suspected child abuse to ensure the school can act quickly and effectively should the occasion arise.
45. Welfare and first aid procedures are very good. The school administration officer and the deputy head teacher hold first aid certificates and all staff have attended a course on basic first aid. The school administration officer ensures that all staff are made aware of the medical needs of individual pupils. Cuts and grazes are properly treated and carefully recorded and parents are quickly informed if their child has had a bump to the head. Although there is no space in the school for a welfare room, pupils who are feeling unwell are supervised in either the office or the entrance lobby. The school gives very good support for pupils and families with particular needs. The review of welfare procedures completed each term demonstrates the care the school gives its pupils.
46. The school has very good procedures for monitoring attendance. Registration procedures are effective and have improved since the last inspection because the registers are now all quickly returned to the office for safe keeping. Often registration time is used as a good learning opportunity for maths as the pupils are encouraged to work out the fraction of pupils present or add up the total dinner money necessary. Any unexplained absences are followed up on the first day the pupil is away. Registers are very well kept. The education welfare officer visits each term and is available more frequently should there be specific concern about the punctuality or attendance of a pupil. The promotion of attendance is satisfactory. Parents are told about attendance expectations at the induction meetings, but there is very little in the prospectus about the need for regular attendance and there are, for example, no prizes or certificates for good attendance.
47. Procedures for the monitoring and promotion of good behaviour are excellent. The school has a very effective rewards system based on the sound principle that high self esteem leads to good levels of self discipline. Pupils are very proud if they win merit marks or get mentioned in the Friday Celebration Assembly. Those pupils who show care and concern for others are rewarded with a special leaf on "The Caring Tree". The positive promotion and celebration of good

behaviour is proving most successful and is contributing very strongly to the very good attitudes of the pupils. All staff resolve any inappropriate behaviour consistently and patiently. They have very high expectations of the behaviour of pupils and expect to be treated with respect. Any pupils with comparatively challenging behaviour are supported very well in their improvement via “My Plan” behaviour charts. The local behaviour support team has worked effectively with Year 3 to tackle inappropriate behaviour and to improve learning, to good effect.

48. The school has very good systems to prevent bullying and harassment. The sentiments in the anti-bullying policy are well followed in practice and parents are very happy with behaviour and relationships in the school. The head teacher keeps a detailed log of any unacceptable verbal or physical harassment. The log has very few entries because pupils get on very well together and are well immersed in the strong ethos of respect in the school. Any incidents of bullying are followed up swiftly and effectively.
49. Procedures for monitoring pupil’s progress are very good for all pupils, including those with special educational needs. This was a key issue at the last inspection and the school has responded by taking very effective action. Pupils are assessed in the reception year using a “baseline” test and their progress is tracked very thoroughly using a well-considered battery of statutory and voluntary assessments. These tests provide very detailed comparative information about the individual progress of each pupil, groups of pupils, and the overall progress of each year group. Teaching is well informed through a clear knowledge of the where pupils have strengths and areas for further development. In addition, a detailed and informative written profile is maintained for each child in all subjects. This guides the day-to-day teaching and provides a sound basis for reporting to parents. The school is currently extending these arrangements to include PE, art and design and DT.
50. Very good use is made of assessment information to guide teaching and learning. The school adjusts its targets regularly to meet the needs of the changing school population. Curriculum targets for individual pupils are recorded on a personal target book. This is excellent practice and involves pupils in taking responsibility for their own learning. Assessment procedures for pupils with special educational needs are very effective and ensure that each step of new learning is identified and shared with pupils and parents.
51. Procedures for monitoring and supporting pupils’ personal development are very good. Personal social and health education (PSHE) is well established across the school, not only through time tabled lessons, but also via the strong development of pupils’ social skills in all aspects of school life. Younger pupils settle into school life well and are soon able to cope with routines on their own. In PSHE lessons pupils are given a good grounding in healthy living, relationships with their fellows and safety issues. All pupils are introduced sensitively to sex and drugs education that is appropriate to their age and understanding. Older pupils are given very effective support as they move on to secondary school. They all receive an “It’s Your Move” booklet explaining the differences and allaying the concerns they might have.
52. The school has excellent procedures for encouraging the personal development of each pupil. Every pupil has a target book that identifies the ways they can improve their work and that can be used to display examples of achievement. Each half term the pupils complete a self-assessment sheet on how they think they are progressing. Additionally all teachers expect the pupils to be self-disciplined and to be able to find the right equipment and books for their work. Pupils soon learn to be in charge of their own work and are proud of the results. The personal development of each individual pupil is tracked very well via the pupil profile records, the individual education plans, the home-school books and end of term reports.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school’s good partnership with parents has been maintained since the previous inspection. Parents are very supportive of the school. The school is growing in popularity and reputation as

- many families move their children here. The parents who attended the meeting and returned the questionnaires particularly liked the good teaching, the ease of approach to school, the high expectations of achievement and the strong leadership and management. The inspection team concurs with all these positive views. The lack of administrative accommodation makes it very difficult for parents to discuss any issues privately with either the administrative staff, or the head teacher, and this significantly limits the school's day-to-day contact with parents.
54. Some parents have concerns about the amount of homework, the lack of information on the progress of their children and an inadequate number of extra curricular activities. The inspectors judge that in most classes the consistency and amount of homework is good, although they do agree that sometimes the amount of homework for the younger pupils may be too demanding. The team finds that information given to parents on how their children are progressing is good. However, some end-of-year reports are inconsistent in giving a clear and unambiguous message on the learning made over the last year. The team feels that the range of after school clubs is good for a primary school of this size.
55. The quality of information provided for parents is good. Very full newsletters are sent out every month and keep the parents very well informed about future events and current activities and developments. Parents receive plenty of curriculum information, both written and practical. The school has held numerous meetings and workshop sessions, including recent events for art and design, science, literacy, numeracy, sex and drug education. This aspect has improved significantly since the last inspection. New parents receive a very useful Primary School Essentials booklet setting out the work expected in each year group and how the parents can help with it. Parents are invited to meet their child's class teacher each term to discuss progress and look at work and the target books. In addition, teaching staff hold weekly "surgeries" when they are available to discuss any questions and concerns that parents may have. However, as mentioned previously, the annual written reports do not always give a sufficiently clear picture of pupil's progress in some non-core subjects. The governors' annual report to parents omits information on the school's security arrangements, how disabled pupils could be accommodated and the professional development that the staff have undertaken in the past year.
56. The contribution of parents to their children's learning at school and at home is good. Parents are conscientious in supporting their children in doing their homework and are very good at attending parent teacher meetings. They are keen to see their children succeed. The parent teacher association is very active in raising funds for the benefit of the school. Parents are very supportive and attend performances and activities involving their children. The school even held one special performance for grandparents! Some parents help with reading, art and design or by accompanying outings, but many work and are unable to come into school during the day. The impact of parents' involvement on the work of the school is good. The school involves parents well in management issues and has consulted them about a range of issues, including the change in the time of the school day and parking problems in the road outside school. The effective links that the school has with parents contribute well to the good achievement of the pupils.
57. The school works in close relationship with the parents of pupils with special educational needs. Targets are shared with parents each term so that they can support their child at home. Annual review meetings are well attended and parents are effectively informed about the progress their child is making.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The head teacher provides the school with excellent leadership and with the support of her hard working and committed deputy and the co-ordinators she ensures that the school has very effective and focused leadership and management. The very significant improvement made since the last inspection is a testament to the hard work and determination of the head teacher.
59. The management of the curriculum is very good and the curriculum fully meets statutory requirements. The aims and values of the school are implemented with great consistency and this

has a very positive impact on pupils' learning since every child knows exactly what is expected of them in any situation. The school improvement plan is a very detailed, useful document that itemises the schools priorities and covers an appropriate time-scale.

60. The head teacher and staff have a very clear picture of the performance of the school and take effective action to rectify any identified weaknesses. Self-evaluation is very thorough and indicates a very detailed knowledge of the school's strengths and weaknesses. Subject managers have a clear understanding of the relative strengths and weaknesses that exist within their areas of responsibility. The well-established programme of monitoring by senior staff, governors and some subject managers has been very effective in improving the quality of teaching and learning and this has underpinned the good levels of improvement that have been achieved.
61. The members of the governing body fulfil their responsibilities very effectively. They are fully involved in the life of the school and have played a major role in many of the most significant decisions about the future of the school. Individual governors have well-established links with particular subjects and classes and have a very good understanding of the strengths and weaknesses in the school. They meet all of their major responsibilities, but there are a number of minor omissions from the governors' annual report to parents. This is a significant improvement from the previous inspection when governors were found not to be ensuring that the school provided an appropriate curriculum.
62. The school improvement plan focuses clearly on raising standards and this commitment to improve is effectively supported by excellent financial planning. The school gains greatly from its purchase of specialist financial advice and services from a local consortium. The consortium finance manager is very well informed about local financial issues and gains significant economies of scale through bulk purchasing arrangements. Good attention is given to supporting national initiatives through very good use of associated funding, and this has helped to raise standards, for example in ICT. All spending decisions are checked meticulously to ensure that the school receives the best possible value for money. New technology is used well to help in administrative tasks and in analysing the progress that pupils make. The school is currently carrying a larger than average contingency fund, but this money has only just been made available and is earmarked for a number of appropriate capital projects. There has been good improvement in this area of management since the previous inspection and value for money is now very good.
63. The management of special educational needs is very good. The co-ordinator has very good specialist knowledge and a wealth of teaching skills to support her work. She works very effectively with colleagues to ensure that the needs of pupils with special educational needs are constantly supported in all areas of their learning. The very good relationships between staff working with pupils with special educational needs ensure that there is a common direction and a shared commitment to achieving set goals. The co-ordinator has a very effective working relationship with learning support assistants and teachers. Her work with outside agencies ensures that the maximum support for pupils is obtained. Finances available for special needs work are wisely used. There are a good number of support staff and adequate resources to support pupils' learning. The co-ordinator and learning support assistants make very good use of time available to them to make additional resources to support specific learning needs. The governor with responsibility for special educational needs liaises well with the co-ordinator to ensure that information provided in meetings and for reports is up to date and accurate.
64. There is an appropriate number of well trained and suitably qualified teaching staff who are working hard to provide high quality education to all pupils in the school. They are deployed very effectively and work as a very cohesive and effective team. Learning support staff are very well deployed and give strong support to teaching through leadership of groups, identification of pupils' needs through assessment procedures and by assisting the concentration and learning of pupils with special educational needs. The school is rightly proud of its Investors in People award, which demonstrates the school's commitment to valuing its pupils and the adults in the school alike.

65. Procedures for performance management are very effective and all staff are given very good opportunities for training. General appraisal is ongoing, through the regular monitoring of lessons, and ensures that teachers are given regular feedback on the quality of their work, which helps them to improve. Further support is given to the curriculum and to teaching by the well-focused programme of in-service training for professional development, which is clearly linked to the school improvement plan. The induction of teachers new to the school is carefully managed and the head teacher makes a significant personal contribution to this process. This contributes very significantly to the school's unity of purpose in implementing its aims and further development.
66. The school has satisfactory accommodation overall. On the plus side, the whole site is scrupulously clean and is extremely well maintained by the site manager. Displays of pupils' work are attractive and celebrate the work of pupils very effectively. However, the recent growth in the school's population means that there is insufficient space in some classrooms and that the staff accommodation is insufficient and cramped. Classes 2 and 3 share one teaching space and the noise from one class sometimes intrudes on the other. Additionally these classes are frequently used as a thoroughfare from the office area to the rest of the school when learning can be disturbed. It is unsatisfactory that the head teacher, the school administration staff and the teaching and support staff all share the same room. The head teacher is unable to hold important meetings or take confidential calls and the staff do not have their own dedicated area in which to work and relax. Many of the meetings during the inspection, for example, had to take place either in the library or outside on picnic benches.
67. The outside areas are excellent. The school has a large field, a new, level tarmac play area, well marked with educational games, an outdoor swimming pool and many interesting shrubs and trees. The school has involved pupils, parents and the local community very well in developing the grounds as a superb learning resource. It is stimulating, attractive and most beneficial to learning and recreation. There are a good number of good quality resources that have a positive impact on the quality of teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) In conjunction with the local education authority the school should seek ways to improve the accommodation in the school so that:
- a) the teaching areas for younger pupils have sufficient space so that they can work without being distracted by other pupils in nearby classes and so that classrooms do not have to be used as thoroughfares by staff and pupils as they move to other parts of the school;
 - b) suitable accommodation is provided so that staff have an appropriate area in which they can work and relax in privacy;
 - c) administrative staff have an appropriate area in which to complete their various duties;
 - d) the head teacher has an appropriate space where she can work in privacy and where she can have confidential meetings with staff, parents and pupils, as required.

Paragraphs 53, 66 and 105

In addition to the key issue above, the following, less important, areas for improvement should to be considered by the governing body for inclusion in the action plan:

1. Continue to develop the skills of writing in English lessons and across the school, as detailed in the school improvement plan.
2. Provide pupils with more frequent opportunities, in mathematics, to develop their initiative and to apply their mathematical skills in real life situations.
3. Provide more frequent opportunities for children to develop spiritual awareness through reflection.
4. Continue to develop the balance of the overall curriculum, as detailed in the school improvement plan.
5. Improve the quality of recording and reporting procedures in non-core subjects, as detailed in the school improvement plan.
6. Ensure that the governors annual report to parents contains all the items required.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	90

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	26	45	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	172
Number of full-time pupils known to be eligible for free school meals	N/a	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	9	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	13
	Girls	9	9	9
	Total	17	17	22
Percentage of pupils at NC level 2 or above	School	71 (100)	71 (89)	92 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	12	13
	Girls	9	9	9
	Total	16	21	22
Percentage of pupils at NC level 2 or above	School	67 (100)	88 (100)	92 (88)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	7	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	8
	Girls	7	6	7
	Total	12	12	15
Percentage of pupils at NC level 4 or above	School	80 (86)	80 (86)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	8
	Girls	7	6	7
	Total	12	12	15
Percentage of pupils	School	80 (86)	80 (81)	100 (90)

at NC level 4 or above	National	70 (68)	72 (69)	79 (75)
------------------------	----------	---------	---------	---------

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	169
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.3
Number of pupils per qualified teacher	27.3
Average class size	28.67

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	98

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
--------------------------------	-----

Financial information

Financial year	2000/01
----------------	---------

	£
Total income	339,635
Total expenditure	342,819
Expenditure per pupil	2184
Balance brought forward from previous year	38,456
Balance carried forward to next year	35,272

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	146
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	7	1	0
My child is making good progress in school.	50	45	5	0	0
Behaviour in the school is good.	42	53	1	0	4
My child gets the right amount of work to do at home.	43	45	10	1	1
The teaching is good.	64	33	1	0	2
I am kept well informed about how my child is getting on.	41	43	15	0	1
I would feel comfortable about approaching the school with questions or a problem.	69	27	3	0	1
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	43	50	6	0	1
The school is well led and managed.	59	39	0	0	2
The school is helping my child become mature and responsible.	47	48	3	0	2
The school provides an interesting range of activities outside lessons.	28	43	22	2	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Children enter the school at the beginning of the term in which they are five. Overall achievement on entry to the reception class does vary significantly but the results of baseline assessments and inspection evidence indicates that this year's intake is generally above average. Children begin school with good language, literacy and social skills and this provides a sound basis for learning. Skills in the other areas of learning are broadly average. During the foundation stage children, including those with special needs, make good progress and by the end of the stage almost all children attain the Early Learning Goals, with a significant proportion exceeding them in the areas of personal, social and emotional development and communication, language and literacy. A large majority progress to work at and attain levels expected in the early stages of Key Stage 1. This reflects the good teaching and the care they experience together with the very positive attitudes nurtured in the children.
69. Provision for children in the early years has changed since the last inspection with the introduction nationally of the Foundation Stage and the associated Early Learning Objectives. The school has managed this transition well and has maintained and further improved the standards of provision previously reported. Teaching is good overall, often very good and sometimes excellent. Careful planning and preparation, high expectations and a very good understanding of what young children enjoy, supports the good quality of the children' learning. Children of all abilities, including those with special needs, are well catered for. The use of consistent praise effectively supports the development of to children's self esteem. Resources are used well and the "box of secrets", for example, caught children' imagination and made the learning of letter sounds fun. A washing line of wrongly ordered numbers challenged children to order them correctly. The care and well-focused support provided by the learning support assistants and the parent helpers ensure that children's needs are met effectively.
70. The quality of liaison with pre-school providers is good and this enables a smooth entry to school for most children. The curriculum is broad and balanced and, above all, relevant. The reception teacher knows her children very well and manages them very effectively with great sensitivity, understanding and humour. She underpins her good knowledge of the children and of the curriculum, with carefully maintained profiles of their attainment and areas for further development. Whilst children experience all the elements of the curriculum for the foundation stage they move on seamlessly to the programmes of study for Key Stage 1. This prepares them well for the move to Year 1.
71. Good teaching effectively develops **the personal, social and emotional development** of children, who are happy to come to school. They are eager to learn and respond very well to the high expectations of their teacher. They behave very well and little time is spent on class control. Children are very attentive learners who are keen to answer questions and are receptive to responses of their classmates. They take their turn well, as was demonstrated when children worked together at the computer. They support each other in groups and collaborate effectively when sharing equipment. They are very pleased with their work and eager to recount how they achieved it. Two boys, for example, gave a detailed explanation of their work on the "Fire of London" and the intricacies of constructing the model houses. Children concentrate well and this helps them to work independently. The teacher encourages and supports pupils very effectively by providing a very positive role model and by constantly praising their work.
72. The **communications, language and literacy** skills of the children are taught very effectively by the class teacher and are consistently good. Children speak clearly and confidently, listen attentively and demonstrate, in their eagerness to answer and the quality of their answers, that they have heard and understood. They recall stories well and can correct their teacher if she makes "deliberate" mistakes. When answering questions, almost all children use simple, appropriately

- constructed sentences. Well-managed group and class discussions, together with the frequent use of role-play, provide good opportunities for the development for this area of learning.
73. Children make good progress in reading, irrespective of their prior attainment and the resultant standards at the end of the foundation stage are good. Most children know their letter sounds and use this knowledge well. The strategies of using picture clues and of word building are well established for most children. Children enjoy reading and talking about their favourite books. Average and higher attaining children have a good knowledge of basic words, blend letter confidently and know the sounds of common letter combinations. Children recognise the impact of “magic e” and know when it is not applied, as in “some”. One exceptionally able pupil read a text with multi-syllable words fluently and demonstrated very good understanding of the story, predicting sensibly what was to happen next. Children use good expression and bring stories to life when they read familiar books.
74. Standards in writing have improved and are above average for the age group. Children are beginning to use the cursive handwriting style, which they have practised, in their everyday writing. Average and higher attaining children have made good progress and demonstrate good letter formation. They are beginning to reduce the size of letters and to use capital letters appropriately. They make good phonic attempts in spelling which convey the intended meaning, but are not always accurate. Most children can write a simple caption for a picture effectively either with a pencil or on the computer.
75. Good teaching effectively supports the **mathematical development** of the children. This enables them to make good progress and to reach standards beyond those expected. Children are good at number work and are at least competent in all other aspects of mathematics. Almost all children can count confidently to 10 and at least half of them can order numbers to 20. They are beginning to achieve good standards when counting on from a number. Higher attaining children count comfortably in 2s to twenty and beyond. Children are encouraged to apply their number skills in real life situations, as, for example, when one higher attaining boy confidently counted the coins sent in for dinner money. Most children can add two single digit numbers accurately and can find the difference between two small numbers when using simple apparatus. They demonstrate a good knowledge of simple shapes. They use shapes in designs well to illustrate symmetry in their artwork.
76. The **knowledge and understanding of the world** is appropriately developed through the sound teaching of subject matter that is relevant to the children. For example, the focus on studying the history of the Great Fire of London was based on the theme of the personal possessions that children would want to keep. Children were given good opportunities to craft carefully constructed buildings with card and lollypop sticks, paint lively fire pictures and write, draw and discuss their treasured possessions. This also enriched their language skills. Children achieve good standards in ICT with higher attaining children succeeding with activities normally planned for older children. They understand the technical vocabulary, have good “mouse” control and can confidently load programs and access menus.
77. Appropriate opportunities are provided for children to attain the goals of **creative development**. During the inspection children painted clear observations of fruit, as part of a study prior to creating a fruit salad in technology. They match colours well. They are introduced effectively and safely to the use of knives in food preparation. Displays indicate that there are appropriate and regular opportunities to make closely observed drawings and colourings. Teachers provide good opportunities for role-play, and both independent activity and more guided drama work provide good opportunities for children to explore their imaginations, ideas and values. However, limited space prevents the extensive use of larger activity apparatus indoors. Children achieve good standards, for example, in musical activities and most can clap a beat in time. They are also learning to move and sing while maintaining a steady beat. They sing enthusiastically in assemblies and hymn practice.
78. The **physical development** of children is satisfactory. Teaching is sound, and most children make steady progress and attain the early learning goals by the end of the foundation stage. They

thoroughly enjoy their lessons and respond well to the directions of the teacher. They are encouraged appropriately to recognise the importance and impact of exercise. Differences in their attainment reflect the length of time they have been in school. Younger children can throw and catch a beanbag successfully and are well supported in this by a learning support assistant. Older children can throw and catch balls. Most children demonstrate an appropriate awareness of space. Children dress and undress quickly, with little help, manage cutlery well, and are helped and guided by older peers at lunchtime, and in food technology. They manipulate soft materials, such as clay, appropriately to meet their creative purpose. Their fine motor skills are well developed and use pencils and their scissors accurately and with care.

ENGLISH

79. National results, at both key stages, show that standards in reading and writing have been broadly average over the past few years, but that they took a downturn in 2000. This was because there were higher than average numbers of pupils with special educational needs in both the Year 2 and the Year 6 cohort. Results were also affected by the larger than average proportion of pupils who joined the school after the foundation stage.
80. Inspection evidence shows that the pupils at Key Stage 1 make good progress overall and that the standards achieved by the current Year 2 group are better than the national average. At the end of the key stage standards in listening, speaking and reading are good, whilst standards in writing are satisfactory. This is a better standard than that reported in the previous inspection, when standards in reading were judged to be good and standards in listening, speaking and writing were judged to be satisfactory.
81. Inspection evidence shows that pupils At Key Stage 2 make good progress and that the standards being attained at the end of Year 6 are above average overall. Standards in reading and writing are above average, whilst standards in speaking and listening are well above average. This is a much better standard than that reported in the previous inspection, when whilst standards in reading were judged to be good, standards in speaking, listening and writing were judged to be broadly average.
82. Higher attaining pupils achieve standards that are well above those expected at the ages of seven and eleven. Lower attaining pupils often attain standards that are average in comparison with those expected. Pupils on the school's register of special educational needs achieve very well and many achieve standards that are average for their age. Pupils achieve particularly well in the reception class and in Years 5 and 6, where teaching is most often very good.
83. By the end of Key Stage 1, attainment in speaking and listening is above average. Pupils express their ideas very well and demonstrate wide vocabularies. Teachers provide good role models for spoken language in the way that they use their voices and vary the vocabulary they use to hold the interest of pupils or to add impact to what they read aloud. Good use of the voice in a Year 1/2 lesson expressed well the humour of a poem, with the result that pupils responded enthusiastically with a wide range of humorous rhyming words in well-constructed sentences for their own poems. In a lesson for pupils in the Year 2/3 class, they confidently explained why a particular word could be used to add atmosphere to a text. For example, using the word "still" to create a scary setting. Pupils talk about how frightening a situation can be when nothing at all is moving. Teachers challenge pupils to extend and improve their spoken contributions.
84. By the end of Key Stage 2, pupils' skills in speaking and listening are well above average. Oral contributions and answers to questions are consistently articulate and detailed. Pupils thoroughly enjoy discussion and listen very well to what others have to say. Pupils hold interesting and lengthy conversations. In a lesson for pupils in Year 6, one pupil orally paraphrased the writings of a child chimney sweep from Victorian times. Other pupils in the class asked very pertinent questions of the "chimney sweep", who answered in role. Pupils are extremely confident in oral contexts and listen extremely well to instructions and answers. This has an enormously positive effect on their learning. In an ICT lesson, pupils' very good listening skills ensured that new

computer skills were quickly and effectively learned. Teachers allow pupils time to formulate their ideas for spoken contributions. They speak to pupils in the way that they expect pupils to respond. Their expectations of these responses are very high. In lessons with the special needs co-ordinator, Key Stage 2 pupils are equally confident speakers. They discuss the targets that have been set for them and ways in which they have improved. They ask questions to ensure that they understand how to complete tasks. At both key stages, the very good relationships between teachers and pupils encourage pupils to feel confident and at ease to explain their thoughts and ideas.

85. By the end of both key stages, pupils' attainment in reading is above average. Shared and guided reading is well planned in literacy sessions. In addition, very good use is made of the Early Reading Research in Key Stage 1. The school has made the wise decision to enhance the word level work from the National Literacy Strategy programmes with the use of this phonics-based project. Pupils' recall of the one hundred most frequently used words from the scheme is very good. They read confidently and enthusiastically. Teachers maintain the principles of "little and often" from the scheme and make very good use of learning support assistants to ensure that pupils make good progress in their learning. Very carefully planned and well-organised lessons ensure that reading skills are taught systematically and progressively. Appropriate texts are chosen to interest pupils and to build their vocabulary.
86. Although reading standards are lower than average for current Year 3 pupils, pupils in all classes use a range of strategies to read unfamiliar words. Pupils at Key Stage 1 talk about the impact of "magic e" on the vowel sound and how the letter "r" affects the sound of the vowel in some words. Throughout the school teachers sustain an enthusiasm for reading. Pupils learn to love reading and recognise its importance in learning. The English curriculum and reading targets are meticulously planned to ensure that pupils encounter a full range of genres and styles. Particular emphasis has been placed on the reading of boys at Key Stage 2 to ensure that they achieve in line with girls. Resources for reading are very well chosen and are effectively used.
87. By the end of Key Stage 1, pupils' skills in writing are average, although standards in the current Year 1 are above average. Pupils have a clear understanding of how to use capital letters and full stops and many pupils make good use of commas and question marks. They understand that a story has a clear beginning, middle and end and apply their knowledge independently. Their stories are enhanced by the use of varied vocabulary. When writing in response to text, pupils think of many words to create a scary setting for their stories and to write from the viewpoint of another person. They try very hard to make their work interesting, including explanations, so that "She wanted a torch..." becomes "She wanted a torch because she was terrified." Teachers encourage pupils to use a dictionary and a thesaurus to improve their work. Cursive handwriting skills are now taught effectively throughout the school.
88. By the end of Key Stage 2 standards of writing are above average, with pupils learning particularly well in Years 5 and 6. Pupils write in a wide range of styles and for numerous purposes. Discursive texts about fox hunting carefully detail the views for and against. Persuasive texts use specific language and styles required for advertising and promoting. Pupils' draft and review their work, improving both the content and accuracy of finished pieces. Pupils write poetry and play-scripts, detailed book reviews and imaginative stories to a high standard. The curriculum provides very well for the development of pupils' grammar, which is taught and practised, in context, through different types of writing. Teachers' marking of written work is regular, constructively critical and interactive. Pupils respond to comments enthusiastically, correcting their work, explaining their ideas further and answering teachers' questions. Writing remains a targeted area for development in the School Improvement Plan. In some classes insufficient attention is given to the quality of handwriting and the presentation of work.
89. The overall quality of teaching and learning is good. During the inspection, there were examples of very good and excellent teaching at both key stages and no unsatisfactory lessons were seen. The National Literacy Strategy has been implemented very well. Teachers at the school know their pupils very well and very sensible decisions have been made to adapt and supplement the strategy to fully meet the needs of all pupils. Teachers have very good subject knowledge, exemplified in

the confident way they deliver lessons, which are consistently well planned. The attention given to group and individual targets for learning is very good and teachers make very good use of assessment to plan for future learning. Assessment and recording procedures are very good and involve a range of standardised tests, moderated unaided test pieces, work sampling and discussion with pupils. Informal communication in the school effectively supports the formal assessment procedures. Teachers generally have high expectations of pupils in terms of their work and behaviour. Pupils respond positively to these expectations, settling quickly to work, sustaining concentration, taking responsibility for their own learning and supporting and encouraging each other. Lessons are very well paced and pupils' interest is maintained at a high level. One excellent feature of many lessons is the attention given to cross-curricular themes, with history topics, for example, being used to practise reading and writing themes. Writing targets are met in science and RE lessons. PSHE topics also provide good opportunities for shared reading.

90. The subject is well led and managed, with a co-ordinator at each key stage. They work together closely and effectively. Both are knowledgeable and committed to the further improvement of the subject and keep abreast of new developments. Monitoring of teaching and learning has taken place and demonstration lessons are shared to improve the provision. The co-ordinators and head teacher regularly monitor planning. There is good analysis of statutory and non-statutory tests and all assessment information to ensure that strengths and weaknesses are clearly identified and priorities for development are accurate and focused. Through this analysis the school has rightly identified writing for further development and will continue to focus on the attainment of boys in reading.

MATHEMATICS

91. National results, at Key Stage 1 were above average in 1998 and 1999, but took a downturn in 2000. This was because there were higher than average numbers of pupils with special educational needs in last year's Year 2 cohort. Results were also affected by the larger than average proportion of pupils who joined the school after the foundation stage. Inspection evidence shows that pupils are now making good progress and that, by the end of the key stage, the majority of pupils in the current Year 2 cohort will achieve standards that are better than average. This is an improvement since the last inspection when standards were judged to be broadly average.
92. National results at Key Stage 2, for 2000, indicate that, by the end of the key stage attainment was above average. Inspection evidence supports this position and indicates that pupils make good progress, particularly in Years 5 and 6 and that, by the end of the key stage attainment is above average. This is an improvement since the last inspection, when standards were judged to be broadly average.
93. All pupils make good progress throughout the school, irrespective of their gender, prior attainment or social circumstance. At both key stages pupils show a good grasp of mathematical language and concepts. Pupils use and interpret mathematical symbols and diagrams well. They try a variety of different approaches and successfully develop their own strategies for solving problems, but work is often teacher directed and allows few opportunities for pupils to develop their initiative and use mathematics in real life situations.
94. Throughout both key stages pupils develop good computational skills. Pupils in Year 1 can round to the nearest ten up to one hundred. They can add and subtract to twenty and are able to double single digits. They recognise sequences of numbers, including odds and evens. In the Year 2/3 class pupils count in tens, hundreds and thousands and recognise that subtraction is the inverse of addition. They understand halves, quarters and three-quarters. Pupils in Year 4 round to the nearest ten, hundred and thousand. They multiply and divide by one digit and investigate rules for identifying numbers in some multiplication tables. Pupils in Year 5 order fractions from smallest to largest and add and subtract decimals to two places. They understand square and triangular numbers. Pupils in Year 6 pupils use percentages, decimals and fractions confidently and recognise the relationship between them. They add and subtract decimals to three places and use it

in the context of measurement and money. Most pupils have a clear understanding of fractions and they identify equivalent fractions and can reduce a fraction to its lowest term.

95. In shape, space and measures, pupils in Year 1 recognise and know simple properties of 2D and 3D shapes including regular pentagons, hexagons, cylinders and cuboids. Pupils in the Year 2/3 class can measure to 20 centimetres using a ruler and use appropriate vocabulary, such as centimetres and metres. They understand the concepts “later” and “earlier” and recognise o’clock, half past and quarter past on a clock face. Pupils in Year 4 estimate and count the actual number of cubes in a 3D shape. They are confident with the terms “clockwise” and “anticlockwise”. In Year 5 pupils read thermometers in degrees centigrade and can compare positive and negative numbers. Pupils in Year 6 calculate perimeters of polygons and the circumferences of circles and one high attaining pupil was able to use the appropriate formula for calculating the area of a circle.
96. Year 1 pupils collect data in class surveys and produce tally charts and bar charts to identify the frequency that their favourite flavoured crisps is chosen in an experiment. Pupils in the Year 2/3 class collect data on their favourite sandwich fillings and successfully produce a bar chart to display their findings. They are not all able; however, to make a simple analysis of the data recorded. Pupils in Year 4 produce Venn diagrams of multiples of five, while pupils in the Year 5 class extract and interpret information from a range of graphs. Pupils in the Year 6 class use mode, median, mean, and range accurately to describe sets of data. They try throwing a multiple of three with dice to test probability, and understand the difference between luck and skill.
97. The quality of teaching is good. Teachers have good subject knowledge and plan well for lessons and units of work, which are based on the framework provided by the National Numeracy Strategy. Teachers share clear objectives with pupils at the beginning of lessons and are precise about what it is that pupils should learn. Expectations are high and appropriate attention is given to the needs of pupils of different attainment levels. Teachers make good use of time. They begin lessons promptly and learning proceeds at a brisk pace. In the best lessons teachers remind pupils how much time they have to complete a task and urge them to get on and work hard. This encourages pupils to make best use of time and helps them to make good progress. Good use is made of mental activities at the beginning of lessons and plenary sessions are used well to reinforce the learning objectives. Tasks set are well matched to the different needs of ability groups and pupils with special educational needs are well supported by learning support assistants. This ensures that these pupils make good progress. Good use is often made of ICT to further develop pupils’ mathematical skills further. There are good cross-curricular links with other subjects, including art and design, science and DT.
98. Work is marked regularly and clear target setting encourages individual pupils and is helpful to teachers and parents. Assessment procedures are very good. Teachers analyse test data and this, together with pupil profiles and an effective tracking system used throughout the school, ensures that teachers are able to monitor pupils’ progress carefully. This has improved significantly since the previous inspection.
99. Throughout the school, pupils show very good attitudes to learning and many, particularly at the end of Key Stage 2, find mathematics fascinating. Pupils co-operate very well with each other. They are encouraged to discuss and justify their answers by explaining their strategies. Most pupils listen attentively to their teacher and to each other. They concentrate hard. This promotes successful learning in classes and allows pupils to make good progress. A few pupils in Year 3, however, cannot concentrate to work independently for long and require constant attention. All pupils have equal access to all areas of the subject, including the use of ICT.
100. The subject is effectively managed by a co-ordinator with good subject knowledge. She provides good leadership, has vision and a very good understanding of the school’s needs. The monitoring of teaching and learning, including classroom observations for each year group, is well established. This is supported by discussions with pupils, work sampling and the monitoring of planning. The co-ordinator helps with planning and has taught demonstration lessons to help teachers to develop their skills. This aspect of the co-ordinator’s role has significantly improved since the last

inspection. Resources are good. They are efficiently used and easily accessible. Specific government grants for additional numeracy support are used wisely and small groups of pupils are targeted for additional help. This ensures that all pupils are given every opportunity to reach their potential.

SCIENCE

101. At Key Stage 1, in 2000, teacher assessments indicated that standards were below average overall, mainly because of weaknesses in experimental and investigative science and the study of life and living processes. This represented a drop in standards since the last inspection when standards were stated to have been at the national average. Inspection evidence shows pupils at Key Stage 1 now make good progress and that the majority of them attain standards that are above the national average, with particular strengths in experimental and investigative science. All pupils achieve well and make similarly good progress, irrespective of their prior attainment, gender or social circumstances. Pupils with special educational needs are very well supported by learning support staff and generally make very good progress. The SAT results for 2000 were below average because of the higher than average proportion of pupils with special educational needs in that particular age group. This was verified by inspection evidence that found standards in the current Year 3 group to be, at best, broadly average.
102. Pupils in the Year 1/2 class showed good skills in research and analysis as they investigated how many plastic cubes they could pick up in one hand. Pupils had a good understanding of the conditions required to make the test fair and were very careful as they counted and recorded the cubes held by each pupil. They made sensible predictions about the outcome and were just as surprised as the class teacher when a child with a relatively small hand managed, with great determination, to pick up the highest number of bricks.
103. At Key Stage 2 national test results in 2000 showed standards to be well above the national average. This represented a significant improvement in standards since the last inspection, when standards were reported to be average. When compared to similar school standards were above average. This very positive situation is supported by inspection evidence, which shows that pupils make very good progress throughout the key stage and that by the age of 11 standards are above average in most elements of the subject, and well above in experimental and investigative science.
104. Year 3 pupils in the Year 2/3 class have a satisfactory understanding of what makes a test fair. They demonstrated their scientific skills well when investigating which sort of paper was best for mopping up water. Higher attaining Year 2 pupils in the same class have a good understanding of the scientific processes involved. They are able to make sensible predictions of the possible outcomes and can explain why they have reached their decisions. These same scientific techniques are even better established by the time pupils reach Year 4, where pupils work systematically and take care to ensure the accuracy of their results. Pupils in the Year 5 class have a good understanding of the properties of mirrors and can devise sensible hypotheses that help them to predict where a light will reflect if it is shone into a mirror at various angles. Pupils in the Year 6 class have a good knowledge of sound and know that sounds are made when something vibrates. They used their knowledge of sound and their highly developed understanding of scientific experimentation to explore the different sounds similar bottles make when they contain different amounts of water and are tapped. Some higher attaining pupils produced work of a very high standard when using this technique to construct quite complex musical instruments.
105. The quality of teaching and learning seen during the inspection was good overall. It was often very good in the upper years of Key Stage 2 where staff have very good subject expertise. Features of the better lessons seen include very good subject knowledge, and detailed introductory sessions where teachers explain very clearly what it is that has to be done. Very good relationships exist between teachers and pupils so that work takes place in an atmosphere of mutual trust. In better lessons, learning proceeds at a good pace. Effective plenary sessions help pupils' understanding because all the strands of the lesson are drawn together and explained clearly. Pupils respond very

well to the very positive learning environment created and generally give of their very best. The learning that was observed in the Year 1/2 class and the Year 3/4 class was not as good as that seen in other classes. This was partly because the pupils in the Year 3 class are easily distracted and have great difficulty concentrating and partly because of the various shortcomings of the accommodation. Pupils are given very good opportunities to work either independently or in various groups and this has a very positive impact on their personal development.

106. The curriculum is broad and balanced and has a very good emphasis on scientific investigation that enables pupils to achieve the very good standards seen at the end of Key Stage 2. The policy has been recently updated and the scheme of work is based on an appropriate national framework. There are many interesting and well-considered links between science and a range of other subjects including literacy, numeracy, DT and ICT. There are very good assessment and recording procedures and the progress of each child is carefully tracked as they move through the school. This helps teachers to match work to pupils' needs.
107. The co-ordinator provides very effective leadership and management for the subject and supports her colleagues very effectively. She monitors the quality and standards achieved by pupils throughout the school and has a very clear understanding of the relative strengths and weaknesses that exist. There are a good number of good quality resources to support teaching and learning. All these contribute to the high standards attained by the end of the school.

ART AND DESIGN

108. Standards in art and design are average by the end of both key stages. Since the last inspection, the school has prioritised improvements in line with the key issues of the previous report, the implementation of national strategies for literacy and numeracy and self-identified strengths and weaknesses relating to standards achieved by pupils. These priority developments have been effectively managed and the school has made very good improvements since the last inspection. While standards in art and design may not be as high as at the time of the previous inspection, pupils are achieving at appropriate levels for their ages and are making satisfactory progress in their learning.
109. Pupils in the Year 2/3 have appropriate skills in observational drawing and paid reasonable attention to detail when making suitable copies of a section of a picture. The work on display round the school is of an appropriate standard and shows that pupils have been given a wide range of good quality experiences, but that there has not been sufficient depth of study to develop standards that are better than the national expectation.
110. The school's curriculum for art is well developed. Pupils are provided with opportunities to learn a wide range of art techniques and to use a good range of tools and materials. Art and design is taught in rotation with DT, with DT being taught at the present time. For this reason it was only possible to observe one art lesson during the course of the inspection. Standards achieved by pupils in this lesson were comparable with the summary judgement reached for the subject through careful scrutiny of pupils' work in portfolios and on display throughout the school.
111. The school makes good use of visitors to enhance the curriculum. Most recently visitors have worked on a textile project with pupils from the Reception and the Year 1/2 class and a mask project with pupils from Year 5. A colleague from a local secondary school has worked with pupils in the Year 2/3 class. Other activities have included a school art week. Samples of work include an appropriate balance of two and three-dimensional work and demonstrate good cross-curricular links, particularly with mathematics and the investigation of shape, and literacy, where the design and creation of environmental sculptures included written work about a day in the life of a sculpture. Poetry and stories relating to other artistic themes were also observed.
112. There is sound management and leadership for art and design. The co-ordinator is new to the role, but has set about developing knowledge and skills in a positive way. She knows well the strengths

and weaknesses of the subject, and has prioritised developments accordingly. Art and design is a focus area for the current school improvement plan. Resources for the subject are adequate and are well organised.

DESIGN AND TECHNOLOGY

113. Pupils at Key Stage 1 make satisfactory progress and, by the end of Year 2, the majority attain standards that are in line with national expectations. Pupils continue to make sound progress and attain satisfactory standards. Pupils make good progress at Key Stage 2 and, by the end of Year 6, the majority attain good standards. This represents an improvement to the findings of the previous inspection when attainment was judged to be in line with national expectation. The subject has been a priority in the most recent school improvement plan and although the quality of teaching is not, as yet, consistent throughout the school, improved practice has raised standards, particularly at Key Stage 2.
114. Pupils at Key Stage 1 are beginning to make designs to inform their practical work, although this aspect is not yet fully developed. They create attractive and effective working products using flaps pictures and sliders. Some pupils achieve very good standards and a higher attaining pupil in Year 2 produced a bright shooting star slider which was clearly frightening a three dimensional Martian into jumping off his planet. However, although there is clear evidence that some pupils attain good results from their work, the majority achieve average standards. Insufficient attention is paid to the design process and teachers do not always match work sufficiently to the needs of individual pupils. As a result, standards are not as high as they could be.
115. Pupils in the Year 5 class identified, through their evaluation, that the joints on the structure frameworks they had experimented with, prior to creating a shelter, were unwieldy and ugly. They were given very good opportunities to explore different jointing methods which, in turn, were displayed as a concept board to be used by other pupils. This well-rounded project illustrates how good teaching develops good subject practices for pupils and worthwhile products. By the end of Year 6, pupils make careful designs to inform their practical work. They are beginning to understand computer control technology and have made a good start in this by constructing an illuminated, moving model of the face of a clown.
116. Pupils enjoy the subject and apply themselves very well to their work. They respond particularly well to the challenges the teachers offer them. Pupils behave well and are very enthusiastic about their work. They settle very quickly as they move between the different aspects of lessons. They concentrate well, often for prolonged periods of time and take great pleasure in what they are making. The pace and quality of learning is good and pupils' are learning to discuss their projects constructively and to work either independently, individually and co-operatively. When working in groups, pupils support each other well by collecting and sharing tools, for example. They listen carefully to each other's ideas and are polite in their conversations.
117. Teaching is of good quality overall, but is better at the end of Key Stage 2. Lessons are carefully planned and well organised. Teachers make the objectives of the lessons very clear; provide good explanations of the processes to be followed and support the learning of skills effectively with close support, careful questioning, well-considered guidance and appropriate demonstration. Very good relationships together good class control ensure that pupils make good use of their time and meet the objectives of the lesson. Very good use is made of learning support assistants to support the learning of lower attaining pupils and those with special educational needs.
118. The co-ordination of the subject is effective and is currently shared between the head teacher and a relatively inexperienced teacher. The scheme of work is based upon national guidelines and provides a good structure to the work. There is a good range of resources that are easily accessible and efficiently managed.

GEOGRAPHY

119. Most pupils make good progress at Key Stage 1 and, by the end of Year 2, the majority achieve standards that exceed the national expectation. This is a better standard than that found in the previous inspection. All pupils make similar progress irrespective of their gender, prior attainment or social circumstance.
120. Pupils in Year 2 have a good awareness of the local area and where places are. They know how environments change over time, recognise positive and negative aspects of the local area and can suggest sensible improvements. They identify, for example, that Copford needs a better play park, since the existing one is dangerous because of the broken glass left there by older children. They have good mapping skills and can draw and interpret detailed maps and plans showing journeys they have made in the locality. They know the difference between natural and man made features and are developing a good environmental awareness. They are able to discuss, in great detail, what could be done to make the road outside the school safer for drivers and pedestrians.
121. Pupils at Key Stage 2 generally make satisfactory progress and the majority attain satisfactory standards by the end of Year 6. This is a similar standard to that found in the previous inspection. Pupils have an appropriate knowledge of the local area and have completed a detailed contrasting study of the Indus Valley. They have an appropriate knowledge and awareness of world geography and understand how and why rivers form as they do. Pupils in Year 4 have had opportunities to complete orienteering exercises that have had a very positive impact on their mapping skills. Whilst pupils in Year 6 have covered the required programmes of study, their depth of knowledge and understanding is only average. This was shown clearly when a group of pupils attempted to interpret maps of various locations.
122. Whilst no lessons were observed during the inspection, examples of pupils' work indicate that teaching and learning is satisfactory overall, and sometimes good in some Key Stage 1 classes. Pupils talk about their work in the subject with great enthusiasm and have very good recall of the activities completed. The curriculum is broad and balanced and is based upon materials provided by an appropriate government agency. It contains all the required elements and good emphasis is given to local study and fieldwork. However, the subject has only receives a limited emphasis in recent years as the school has concentrated on raising standards in other key areas. The school is aware of this weakness and has plans to address this issue when it reviews the overall allocation of time in the curriculum. Good links are been made to environmental education. Suitable use is made of ICT applications and there are good opportunities for pupils to apply their literacy and numeracy skills.
123. The management of the subject is satisfactory overall and the new co-ordinator has a suitable understanding of the future needs of the subject in the school. Assessment procedures are satisfactory overall, but the co-ordinator is aware of the need to develop a mechanism to track the progress of each individual as they move through the school. This is identified as an area for development in the school improvement plan.

HISTORY

124. Pupils make good progress throughout the school and achieve standards that exceed the national expectation at the end of both key stages. This is an improvement on the broadly average standard reported in the previous inspection. All pupils make similar progress, irrespective of their gender, prior attainment or social circumstance. Pupils with special educational needs are well supported by learning support assistants and make good progress. Pupils have a sound understanding of chronology within and across the periods they study, from the Ancient Egyptians to the Second World War. Pupils are developing good research skills and have a very good knowledge of historical facts.
125. By the time they are seven, pupils know a great deal of information about the Great Fire of London, and understand the differences between the lives of rich and poor children in Victorian

times. They are able to compare and contrast their own toys with those of their parents and grandparents and can explain why there are differences.

126. At Key Stage, 2 pupils learn about life in Britain since 1930 and the effects of the Second World War on ordinary people. They empathise with evacuees and understand the reasons for rationing. They consider evidence from a variety of sources and identify some of the different ways the past is represented. In Year 4 pupils learn about the Tudors and examine many aspects of the period. They study cause and effect, when researching the reasons behind Henry VIII's six marriages. They can identify sources of information about the past and are beginning to make simple inferences from evidence.
127. Teaching and learning are good overall. Teachers plan their work well and the requirements of the National Curriculum are fully met. In better lessons the pace is brisk, tasks are challenging and expectations are high. Where teaching is less successful, whilst satisfactory, the purpose of the lesson is not sufficiently clear and the pace of the lesson is rather slow. Learning support assistants are used effectively to support lower attaining pupils. Pupils enjoy the subject and have very positive attitudes. They listen attentively to each other's comments and contributions and respond well to the activities set. As a result they learn very effectively.
128. The curriculum is good and sound links are made with other subjects, such as English, when pupils identify texts, which are persuasive or put forward an argument, and in music, when Egyptian hieroglyphs are used when preparing graphic scores. Good use is made of ICT to support work in the subject. Displays and time-lines in the hall and classrooms provide a useful stimulus for pupils and effectively support learning. Satisfactory use is made of visits to local historical sites and visitors to school. Recently a historian visited school to present a "hands on" session with Roman artefacts. The school has established good links with Colchester Museum. Assessment procedures are satisfactory and pupil profile books contain relevant comments on attainment and progression. Assessment data is used effectively to inform teachers' planning. As a result, tasks are well matched to the needs of individuals and groups of pupils.
129. The co-ordinator is well informed and enthusiastic and provides the subject with effective leadership and management. She has good subject knowledge and understanding and vision for the subject. Monitoring of teaching and learning in history is still at an early stage and consists of examining teachers' planning, the scrutiny of pupils' work and discussions with pupils. Monitoring of teaching through lesson observations is planned, but is not yet in place. Resources are good and there are boxes of good quality artefacts and books for each study unit. These are tidily stored and augmented by the use of the library service and the topic loan scheme.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Pupils at Key Stage 1 are making satisfactory progress and the majority are achieving standards that are in line with the national expectation by the end of Year 2. This is a better situation than that found in the previous inspection, when standards were judged to be below the national expectation. Pupils are developing an appropriate capability and have good opportunities to experience all the required content of the National Curriculum. Pupils know that they control what is happening on the screen and have good "mouse" control skills. They know the purpose of many of the icons found on the screen and, with support, can load the programs that they need. Higher attaining pupils can use drop down menus confidently and can retrieve and print their work. Progress is limited in some ICT lessons because there are only two computers available and pupils do not have sufficient "hands-on" experience.
131. Pupils throughout Key Stage 2 are making satisfactory progress and the majority achieve standards that are in line with national expectations. Because of the good, and sometimes very good, teaching and improved access to computers, progress accelerates in the upper years of the key stage. The majority of pupils in the current Year 6 class are now working at a level that exceeds the national expectation. This is a much better situation to that found in the previous inspection,

when standards were judged to be below the national expectation. The particular strength of the attainment in the Year 6 class is the thorough knowledge and understanding of ICT applications. They know the relative strengths and weaknesses of computers when communicating information and quickly identify possible applications of ICT in their work.

132. Pupils are very enthusiastic about computers and concentrate very hard in lessons. Pupils in the Year 4 class, for example, maintained their concentration admirably whilst the teacher demonstrated the techniques required to produce a picture in the style of Seurat using a graphics package. As a result, their learning was good despite the limited opportunities to put their new knowledge into practice. Pupils in the Year 5 class understand the importance of computers and identify ways in which a computer can be more, or less, useful than a book. They explained, for example, that whilst a “talking book” is very amusing, you cannot snuggle down and share a story with a computer.
133. The quality of teaching seen during the inspection was good overall. It was always at least satisfactory, sometimes good and occasionally very good, but learning was often no better than satisfactory further down the school because of the lack of opportunity to get “hands-on” experience due to the limited number of computers available in most classes. Strengths of the better teaching observed included very thorough planning, excellent relationships, good subject knowledge and very good questioning that was effective in maintaining pupils’ concentration despite the lack of “hands-on” experience.
134. The curriculum is broad and balanced and fully meets statutory requirements. This is a significant improvement from the last report when the curriculum was judged not to meet statutory requirements. There is now a useful policy and a detailed scheme of work based on national guidelines. The strength of the provision is that ICT is fully integrated across the curriculum and many good opportunities are found for pupils to apply their knowledge and understanding of computers, as a tool, in a variety of teaching and learning situations in many subjects. There are very well established links with English, mathematics, science, DT and art, for example, and more is planned. Assessment arrangements are good and work is appropriately matched to the individual needs of pupils.
135. The management of the subject is very effective and the co-ordinator is well aware of the strengths and weaknesses of the provision. She regularly monitors quality and standards in other classes and is justifiably proud of the progress that has been achieved in the past four years. Resources are of generally of good quality, but there are not enough computers available for the effective teaching of ICT skills in most classes. There is a suitable range of software available to support teaching and learning in most subjects. The school is aware of the need to provide more computers, but there is currently no available space for them.

MUSIC

136. Pupils make good progress throughout the school and the majority achieve good standards at the end of both key stages. All pupils make similar progress, including those with special educational needs. High standards have been maintained and this is a similar standard to that reported in the previous inspection.
137. Pupils enjoy music and are developing an understanding of musical terms such as “tempo” and “rhythm”. They create their own music individually, in small groups and as a whole class. The youngest pupils can clap a beat and match sound and movements to music. Pupils in the Years 2/3 class use the term “pulse” accurately when tapping a rhythm on their knees in unison. They investigate repeated patterns, maintaining a steady beat. Pupils in the Year 6 class recognise sounds singly and in combination. They improvise melodic and rhythmic phrases as part of a group performance and suggest improvements to their own and others’ performances. Whole school singing lessons are very enjoyable and pupils sing enthusiastically and tunefully. This is a strength of the subject. Tuition is provided by visiting specialist teachers and there are

opportunities for pupils to learn a wide range of musical instruments, including guitar, clarinet, violin and recorder. The use of ICT is developing satisfactorily in music. Pupils use tape recorders to record and store music and are beginning to use software to input tunes and use tools to change elements such as dynamics and tempo.

138. Pupils are given many enriching experiences in music and pupils regularly perform in public. They sing regularly in school musical performances, for example, at Christmas and Easter. They take part in an annual Small Schools Music Festival, experiencing instrumental and creative music opportunities. Pupils in Year 3 have worked with the Royal Opera House, while pupils in Years 3 and 4 have taken part in an African drumming workshop, which was then shared with the whole school in an assembly. Good cross-curricular links are made. In one science lesson Year 6 pupils make simple woodwind instruments and then used them, demonstrating a good understanding of musical notation. Music at the beginning of lessons and assemblies is often from other countries such as Turkey and Israel. This contributes very positively to pupils' awareness of the richness and diversity of a range of cultures and traditions.
139. The teaching and learning in music lessons is good. In better lesson the pace was brisk and teachers used a good variety of techniques. In a lesson for Years 2 and 3, however, a greater range of musical activities was needed to stimulate pupils. Overall, the good teaching makes a significant contribution to the good progress which pupils make and the good standards achieved by the end of Key Stage 2. Lessons are planned well with clear objectives and most teachers use a range of interesting activities for pupils to learn about different elements that help produce the sounds they do. Learning support assistants are deployed effectively, mainly to support pupils with special educational needs. Pupils enjoy their music lessons, showing great enthusiasm and a high degree of motivation. They listen courteously to the efforts of others and suggest improvements to their work and that of others in their group. They perform confidently, trying to achieve their own personal best. A few boys in Year 3, however, find difficulty concentrating for any length of time.
140. The co-ordinator is well qualified, has good subject knowledge and much enthusiasm. She has good vision and provides many exciting opportunities to enrich the pupils' musical experiences. She shows a good understanding of the future development of music in the school and is eager to improve standards in all areas of the subject, particularly composition. Her enthusiasm and expertise are having a very positive impact on the standards achieved in the subject. Assessment arrangements are satisfactory and written observations of pupils' progress in music are noted in pupils' profiles. This is an improvement since the last inspection.
141. Resources for music are good. They are well maintained and neatly stored in the hall. There is a wide range of tuned and untuned percussion instruments as well as a good selection of instruments from other cultures. These include Indian and agogo bells and a bongo drum. These provide opportunities for pupils to experience music from a range of cultures and contribute well to their cultural development.

PHYSICAL EDUCATION

142. Pupils make sound progress throughout the school and standards are in line with national expectations at the end of each key stage. The school has maintained the satisfactory standards reported at the time of the previous inspection.
143. Games skills are satisfactory overall. Pupils in the Year 1/2 class show suitable levels of skill when practising sending and receiving; using a variety of different passes. Pupils in the Year 2/3 class found striking and catching quite difficult when practicing skills leading to the game of rounders. Only about half of them could throw over arm with any consistency. Throwing and catching skills continue to develop through Year 4, where approximately 75 per cent of pupils can throw accurately to a partner, some with good style. However, their catching is developing well and approximately half the class can catch reasonably well with either one or two hands. Pupils in

Year 6 have appropriate throwing and catching skills and most are able to strike the ball with reasonable accuracy when practicing skills leading up to the game of rounders.

144. Year 4 pupils demonstrate appropriate gymnastic skills when developing sequences of movement. They could identify weaknesses in their own sequence and in the sequences of others, but most could not identify what improvements needed to be made. Pupils in the Year 5 class showed a good level of performance as they devised a sequence of movements that included a range of balances at various levels and different types of roll. The standard of some of the movement was good and pupils were very imaginative in their movements, some demonstrating good levels of poise and tried hard to get full extension in their balances as they moved through their sequences. Pupils evaluated their own work and the work of others and were able to make sensible suggestions how the various sequences could be improved.
145. The quality of teaching and learning is satisfactory overall, but spans the range from satisfactory to very good. Teachers organise and manage their pupils well and explain clearly what is required. Their enthusiasm for the subject is infectious and has a very positive impact on the learning that takes place in most lessons. They set a positive tone to lessons through calm controlled instruction; genuine praise and encouragement, all mixed with a good deal of humour. This in turn sets a good example to pupils of the atmosphere in which measured concentration for performance can be achieved.
146. In better lessons teaching has a clear focus on improving individual skills and the overall quality of pupils' performance. In those lessons that are less effective, teachers complete a series of activities with insufficient emphasis on the actions, methods or changes that will be required to improve skills and achieve success. Teachers give good direction to Learning Support Assistants who in turn give focused support to pupils who need individual attention to achieve the objectives of the lesson at their own level. Most pupils enjoy the subject and try very hard to please their teachers. They co-operate well and take turns sensibly. They organise themselves well in small team games. Their ability to work independently, both individually and in various groups has a very positive impact on the quality of learning in most lessons.
147. Teachers have a sound knowledge of the curriculum and are guided by appropriate schemes of work for gymnastics, games and dance. This results in pupils being very clear about the objectives of their work and experiencing well-structured lessons, which promote effective health and fitness awareness together with appropriate learning.
148. The co-ordinator is new to the role, but provides effective leadership and management to the subject. He is committed to improved practice and is aware of the need to improve teacher confidence in dance, for example. Further developments in assessment are planned to bring arrangements in line with the whole school assessment policy. The quality and range of resources is good and they are easily accessible to adults and pupils.

RELIGIOUS EDUCATION

149. Pupils make good progress throughout the school and, at the end of both key stages, the majority achieve standards that exceed the expectations of the locally agreed syllabus. This is a significant improvement on the situation reported in the previous inspection, when standards were judged to be broadly average. All pupils, including those with special educational needs, make good progress in learning about three of the world's major religions.
150. By the age of seven, pupils recall the main Christian festivals and know their significance to Christians. In Years 1 and 2 pupils use stick-puppets to retell the story of Jesus calming the storm. They understand the meaning of "trust" and understand the importance of the disciples in the life of Christ. They explore feelings and emotions and the effect of their own actions on others.

151. By the end of Key Stage 2 pupils know the main symbols of Christianity, Judaism and Hinduism. Pupils in the Years 3 and 4 have a good understanding of what it means to be a Christian. They speculate on what Jesus may have looked like and begin to understand symbolic language as they read how Christ described himself as the “bread of life,” and “the good shepherd”. They are familiar with the main religious festivals and the worship of Hindus and know the story of Shiva and Ganesh. In Years 5 and 6, pupils learn in greater depth about the significance of Easter to Christians and the importance of baptism and confirmation to Anglicans. They explore feelings and emotions, such as anger and worry and gain much from studying the words of Native American Chief Seattle. Pupils know that the Bible is split into the Old and New Testaments and understand the Bible has books, chapters and verses. Throughout the school pupils show good insight into religious matters and thoughtfully analyse the feelings and beliefs of others. This has a significant impact on their learning.
152. Teaching and learning is good overall and is much better than that reported in the previous inspection. Planning is good and is based on the locally agreed syllabus “Open Worlds” and clearly identifies learning objectives. Teachers often combine religious education with moral, social and personal education activities and pupils are encouraged to consider how decisions are made about how we live and act. Tasks are well focused and challenging questioning leads pupils to deeper insights, such as when pupils in the Year 4 class explored the significance of Christ’s description of himself as the “light of the world. Pupils behave very well in lessons and collective worship and respond with great interest in discussions. This has a very positive impact on their learning and, by the end of both key stages; many pupils talk maturely on various aspects of religious life and belief.
153. The curriculum is broad and balanced and, because it is taught so effectively, is very relevant to the pupils. The subject contributes very effectively to pupils’ spiritual, moral, social and personal development by giving opportunities for pupils to learn about their own culture and the diversity in the wider community. This is an improvement from the last inspection. The curriculum is enhanced by visits to the local church and by visitors who come into school. Recently a group of Jewish people visited the school to explain and share their faith, which enhances the quality of the curriculum. An assembly takes place each day. Assessment arrangements are good. Teachers assess pupils’ attainment mainly in pupil profiles and planning sheets. Reports to parents now contain comments on pupils’ progress and these have improved since the last inspection.
154. The co-ordinator provides very strong leadership. She has good subject knowledge and has a very good understanding of the issues concerning the delivery of religious education, particularly the explicit and implicit opportunities available to pupils. Attractive and stimulating displays on Christianity and Judaism are found in classrooms and a display of Christian articles of faith is found in the school hall. These help pupils to gain a greater understanding of what they are learning. Resources are used well and there is an adequate selection of books on the major religions, as well as on moral issues such as bullying and racism.