

INSPECTION REPORT

ROXWELL C of E PRIMARY SCHOOL

ROXWELL, CHELMSFORD

LEA area: Essex

Unique reference number: 115118

Headteacher: Mr. R. Huntley

Reporting inspector: Dennis Maxwell
RGI No. 8798

Dates of inspection: 10/07/2000 – 12/07/2000

Inspection number: 198510
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	The Street, Roxwell Chelmsford Essex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Angela M. Perry
Date of previous inspection:	10/11/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dennis Maxwell	Registered inspector	Mathematics, Music	What sort of school is it?
		Art, Religious Education	School's results and pupil's achievements.
			How well is the school led and managed?
			Special Educational Needs
Fran Luke	Lay inspector		Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Andrew Turner	Team inspector	Science, Physical Education,	How well are pupils taught?
		Design and Technology	Equal Opportunities
		Information Technology	
Denise Manson	Team inspector	English	How good are curricular and other opportunities?
		Geography	Under Fives
		History	English as an additional language

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Roxwell Church of England Primary school is a small, voluntary controlled school for pupils aged four to eleven years. It is situated centrally in the village and provides education for children in Roxwell and nearby villages. There are 87 pupils on roll, none of whom are from ethnic minority heritages. The percentage of pupils currently entitled to free school meals at 6.9 per cent, is below the national average. Pupils' attainment on entry is above the national average for language, mathematics and personal development. Seventeen pupils are on the register of special educational needs, of whom two have statements of need. The school provides a worthwhile and varied education, particularly at Key Stage 2, that reflects its aims where pupils are encouraged to take an active part in their learning. The good school ethos reflects the professional dedication of all staff.

HOW GOOD THE SCHOOL IS

The headteacher and governors have worked hard recently to ensure the school runs smoothly and achievement is valued. The quality of teaching is a strength of the school at Key Stage 2, where well-chosen tasks challenge pupils to think and reason, and enable them to make good progress. Teaching at Key Stage 1 is unsatisfactory overall since provision for the Under Fives is currently unsatisfactory. Standards in the school are good, helped by the good interest and behaviour of the pupils. Standards as the pupils leave school at Year 6 are above average in English, mathematics and science resulting from the good teaching. The parents and many other adults are highly involved in the children's learning. The previous inspection of November 1997 placed the school in the category of serious weaknesses. Since that time a new headteacher has been appointed and a new chair of governors has been elected who have tackled the urgent needs of the school well. The school has made sufficient improvements since 1997 to say that the school provides an effective education overall, although there are matters that require further improvement. The school provides satisfactory value for money.

What the school does well

- Teaching at Key Stage 2 is good, is challenging and provides interesting tasks that promote attainment well.
- The pupils' behaviour and attitudes are good, and support their learning.
- The headteacher and staff give a high level of care for individual pupils so that provision for special educational needs and for moral and social development is good.
- Attainment at the end of Key Stage 2 in English, mathematics and science is above average.
- The headteacher has given priority to putting fundamental systems in place, such as curriculum planning and monitoring, that are giving the school a sense of direction. The governing body and headteacher have worked together as a team on communication with parents and identified priorities.
- The school makes good use of parental support for pupils' learning and community involvement. There is a good range of extra-curricular activities.

What could be improved

- The standards and provision in writing, and in information and communication technology. Consistent attention to the needs of the more able pupils.
- The quality of the curriculum and teaching for the Under Fives and reception.
- The process of audit, evaluation and agreeing shared priorities by the governing body and staff for inclusion in a three-year school improvement plan.
- Curriculum and lesson planning that translates the medium-term plans into the weekly plans with clear learning objectives. The programme for personal and social education, and the quality of assemblies to support pupils' personal development.
- On-going assessments in lessons that link to pupil's targets and inform the marking of pupils' work.
- The monitoring of attendance and consistent completion of registers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. The school has made satisfactory improvements to the issues identified during the previous inspection. The headteacher provides firm leadership and a growing sense of direction. Attainment in mathematics was very low in the national tests of summer 1999, although the percentage of pupils gaining the higher Level 5 was above average. The unpublished results of the national tests of summer 2000 indicate that attainment has improved to above average. The governing body has a satisfactory strategic view of the school, increasingly informed by focused visits. Considering the serious position when the headteacher was appointed it was appropriate for him to prepare a development plan without contributions from the governing body and staff. A review cycle has now been agreed with clear stages for involvement. Subject policies and schemes of work have been updated or completed for most subjects and the governing body discusses each policy carefully. The roles and responsibilities of the governing body are taken seriously, including the consideration of background data, and members are putting procedures in place to ensure their effectiveness. The health and safety matters have been addressed, although the easy access to the large site remains a concern together with the route of access. The roles and responsibilities of the senior management team were reviewed but are not yet realistic, and effective corporate management has not yet been achieved.

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
	1997	1998	1999	1999
English	D	A	B	B
mathematics	C	B	D	E
science	D	D	C	C

Key

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

In the national tests of the previous year, 1999, standards in English are above the national average and that for similar schools. Standards in mathematics are below the national average and well below that for similar schools. Standards in science are at both the national average and that for similar schools. The variation between subjects is more than is normally expected of the same children, even in a small school, and indicates uneven teaching. The trend in standards has been broadly in line with the national trend over the past four years. Inspection findings indicate that attainment in English, mathematics and science are above average in the work seen in school by the end of Key Stage 2. The good emphasis on pupils' understanding and reasoning is shown, for example, in discussions in Year 6. Pupils have similar good learning experiences across the curriculum. The school has set appropriate targets in the national tests for year 2000 of 80 per cent for English and 87 per cent for mathematics for pupils gaining Level 4 or above. Unpublished figures show that these targets have been reached for the present Year 6. The pupils achieve as expected in relation to their own abilities. Attainment in information technology is below average by the end of Key Stage 2, although the school is now working to address this. Achievement is satisfactory, overall, across all the subjects in both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They enjoy the tasks and most pupils are keen to take part. Most pupils work hard and are well motivated.
Behaviour, in and out of classrooms	Behaviour is good in lessons and around the school. Pupils are found to be polite and friendly with visitors and generally in school. In the playground behaviour is lively but good-natured.
Personal development and relationships	Pupils form good relationships with each other, their teachers and other adults. Their social skills are well developed, and by Year 6 they speak confidently in class.
Attendance	The level of attendance during 1998/9 was satisfactory. Pupils are usually punctual in arriving at school.

Pupils are interested in their tasks and enjoy their learning. They show enthusiasm for their tasks and work well together when it is planned by the teachers. Behaviour is usually good, although a few pupils show inappropriate behaviour that is managed firmly by teachers. Pupils help each other in many ways, and members of staff provide a good level of individual support. Pupils enjoy taking on duties in class and around the school when these are offered. Pupils have a good sense of responsibility towards younger friends. The pupils' good attitudes and behaviour contribute to the effectiveness of their learning and to standards.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Not applicable	Unsatisfactory	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 quality of teaching at Key Stage 2 is a strength of the school. The teachers are knowledgeable, well prepared with interesting tasks and bring their own enthusiasm to their lessons to engage the pupils. At Key Stage 1 the standard of teaching, overall, is unsatisfactory since the teaching of the youngest children does not meet their needs. Overall 88 per cent of teaching in the lessons seen was satisfactory or better, with 15 per cent very good or better. Twelve per cent of teaching was unsatisfactory, but this was within Key Stage 1 making 29 per cent of the lessons seen in Key Stage 1 unsatisfactory.

At Key Stage 2 the quality of teaching in English, mathematics and science is good. Teachers use good teaching methods, providing worthwhile experiences for the pupils. Their strategies to manage pupils' learning are very effective and promote attainment well. There is good challenge in literacy and numeracy at Key Stage 2, good methods and questioning. At Key Stage 1 some thoughtful questioning encourages pupils to explain and develop their ideas, and many tasks are worthwhile. However the teaching of the youngest pupils currently does not focus on their needs from careful planning based on the recommended curriculum. During the inspection week the teacher for Year 2 was establishing some fundamental classroom routines that appeared to have been absent recently, so that the pupils made appropriate progress. The teaching for pupils with special educational needs is good. Pupils usually work hard during lessons and respond well to what the teachers provide.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, and very good in Key Stage 2. The quality of the curriculum for the reception children is barely satisfactory. The strategies for literacy and numeracy have been introduced carefully. Information technology has, until recently, had insufficient attention. The programme for pupils' personal and social development is undeveloped. There is a good range of extra-curricular activities, and links with the community.
Provision for pupils with special educational needs	The provision is good with thoughtful and experienced management. Procedures are fully in place. Support is targeted well and is delivered sensitively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is satisfactory overall. Pupils are considerate to each other on most occasions. Their social skills are extended in discussions and group work within lessons. Residential visits promote good personal development. Spiritual and cultural development is satisfactory, helped for example by visiting groups for African music.
How well the school cares for its pupils	All adults provide high levels of care for individual pupils. Some procedures are not in place consistently to ensure good monitoring, such as for attendance and assessments. Child protection arrangements are satisfactory. Target setting is at an early stage.

The quality of learning experiences for children in the reception class is barely satisfactory at present, and is not matched well to their abilities or needs. Recently the school has devoted much time to improving the format for curriculum planning, so that pupils have equality of access and good learning experiences. The curriculum is broad and balanced overall, and meets statutory requirements except for information technology. Appropriate emphasis is given to English and mathematics, with daily sessions for numeracy and literacy, and pupils' writing is receiving focused attention following an analysis of test results. The school is continuing to address matters of progression and full implementation, and the governing body now ratifies policies. A few subjects are well established, such as the practical approach to mathematics. Many tasks foster independent learning in Key Stage 2, for example, in the use of early research skills. Provision for pupils' personal, social and health education is undeveloped. Several assessment procedures are in place, such as the Baseline assessments for pupils under five, but marking, target setting and tracking pupils' progress is still at a stage of development. The school has satisfactory relationships with parents and works closely with them. The school cares for the pupils well and there are appropriate procedures in place to ensure their safety and well-being. There is a residential visit for pupils in Years 5 and 6 that promotes social development as well as good quality experiences and subject knowledge.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Management is satisfactory overall. The governors, headteacher and staff now make careful decisions on matters and procedures that relate to the pupils' learning, their daily lives and to standards. The governing body has made satisfactory progress on the issues raised during the last inspection. The headteacher provides committed and hard-working leadership. His understanding of the curriculum and the management of change are satisfactory.

How well the governors fulfil their responsibilities	The governors are committed to the school. Several governors make regular visits and it is a developing process. The visits are not yet linked directly with priorities of the development plan to help inform decisions and they are at an early stage in contributing to the planning.
The school's evaluation of its performance	The headteacher and senior staff monitor lesson planning, provision and the quality of teaching. They make insufficient use of information and performance data to guide judgements and further developments at present.
The strategic use of resources	The staff, accommodation and learning resources are used appropriately for the benefit of the pupils. Many subjects are well resourced.

The headteacher has established many effective systems and procedures to support the life of the school and to raise standards. Since the previous inspection most members are new to the governing body and they are committed to active involvement in the work of the school. The school has made the satisfactory improvements expected since the previous inspection. The headteacher provides clear leadership for the educational direction of the school, although members of staff are not yet allocated much responsibility related to their subjects or senior roles. The level of staffing is sufficient for the needs of the school, but the match of initial training and subject expertise is a matter for further development, particularly related to the early years, where the deployment of staff to appropriate year groups requires further consideration. Accommodation is satisfactory, and there is a suitable range of resources that supports pupils' learning well in the majority of subjects, although the selection for design and technology, information technology and science is unsatisfactory. The headteacher has improved the school development plan to focus on relevant priorities and improving standards, but should now include governors and staff in the planning process. All support staff promote pupils' learning well. The school tries to obtain best value well when making purchases and in managing the overall resources, and is beginning to use benchmarking in making judgements.

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 the children like school and are expected to work hard. • They think behaviour is good and children are helped to become mature. • Teaching is good. • The school is now led and managed well. 	<ul style="list-style-type: none"> • The amount of work to do at home • Information about their children's progress at school. • How the school works with parents. • The range of activities outside lessons.

The inspectors agree with the parents positive views. Children come happily to school and work hard on most occasions. Behaviour round the school is good, and in class there are many good routines that help pupils to think of others and their own behaviour. The overall quality of teaching is good. The headteacher has put in an enormous amount of effort to establish the school's routines and give a sense of direction. Inspection observations show that an appropriate amount of homework is usually given, including reading, English, mathematics and some topic-related work. There is now a high quality weekly newsletter that is informative, and presented well, for example, with digital photographs of the children. While parents are welcome in the school, there is scope for ensuring that their concerns are really listened to and responded to. Teachers make themselves readily available before and after school to discuss matters with parents. The inspection team considers that for a small school there is a good range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The proportion of pupils reaching Level 2 and above in the national tests for summer 1999 at the end of Key Stage 1 was close to the national average in reading and writing and below average in mathematics. However, the percentage of pupils gaining the higher Level 3 was well above average in reading and mathematics, and at 7 per cent was close to the national average in writing. The performance of boys and girls in reading, writing and mathematics has been similar taking the past four years together, at just above the national average. The pupils' attainment in reading and mathematics has improved above the national trend, but in writing standards have varied considerably from year to year. In comparison with schools in similar contexts, having between 8 and 20 per cent free school meals, performance in reading and mathematics was above average, and in writing it was well below average. The unpublished results for summer 2000 indicate a significant improvement over 1999 in reading, writing and mathematics.
2. The proportion of pupils reaching Level 4 and above in the national tests for summer 1999 at the end of Key Stage 2 was close to the national average in English and science. Attainment in mathematics was very low and pupils under-achieved in relation to their results at Key Stage 1. The percentage of pupils reaching the higher Level 5 was well above the national average in English and close to the national average in mathematics and science. Since the last inspection, test results for these subjects have followed an improving trend that is broadly in line with the national trend, although results for all subjects have varied considerably over the past four years. The school has set suitable targets related to the ability profile of the pupils, but does not yet follow procedures, such as setting individual targets, that enable pupils' progress to be monitored over time.
3. In comparison with schools having a similar background, with between 8 and 20 per cent free school meals, attainment in the 1999 national tests at Key Stage 2 was above average in English, well below average in mathematics, and average in science. The unpublished results for summer 2000 indicate a good improvement over 1999 in English and science, and a highly significant improvement in mathematics from well below average to above. Pupils' attainment in literacy is average at Key Stage 1 and above average at Key Stage 2. Attainment in numeracy is above average at both key stages.
4. The Baseline assessments taken in reception year indicate that the pupils have above average attainment by age five. The pupils make satisfactory progress through Key Stage 1 in reading and mathematics but in writing progress is unsatisfactory. At Key Stage 2 progress was satisfactory in English and science in 1999, and unsatisfactory in mathematics. The indications are that in the summer 2000 tests pupils demonstrated satisfactory progress overall in all subjects with some that was good, although progress in English was less consistent. Pupils of different attainment make appropriate progress. There was no significant difference in attainment between boys and girls taking the previous four years together. There are no significant variations in attainment among pupils of different backgrounds. The requirements of pupils with special educational needs are identified carefully. They receive well-targeted support, which enables them to make appropriate progress towards the targets on their individual education plans.
5. The last report stated that at Key Stage 1 skills in speaking and listening were average. Standards in speaking and listening are now good throughout the school. The majority of pupils enter school with a good ability to express their thoughts and ideas using a varied vocabulary. The youngest pupils are able to take turns in listening and talking, but this is not always demonstrated in lessons when the group is too large or they have to wait too long for the adult's attention. A very small number of pupils have some difficulty with speech formation but their understanding of language is overall good. At Key Stage 2 pupils speak with increased confidence and ability. They use the opportunities given to them to discuss and share ideas using good clear explanations and a rich style of language. They listen to each other well and with respect for each other's views.

6. At the time of the previous inspection attainment in reading was average. Pupils' performance in reading is now good. Many pupils enter school with above average skills, having acquired the early reading skills. Pupils at the end of Key Stage 1 read with confidence and enjoyment. The more able can recall the key features of the story and can suggest what might happen next. Pupils generally relied heavily on the initial sounds and at making a guess at new words. At the end of Key Stage 2 pupils continue to read well and with enjoyment. They bring reading material from home and talk about their favourite authors and books, giving detailed mature explanations.
7. Attainment in writing was above average at the time of the last inspection, as was literacy. Achievement in writing is significantly lower than in reading in both the 1999 and 2000 national tests at Key Stage 1. When compared to similar schools the pupils' performance was well below average. The results for the current Year 6 pupils also shows lower achievement in writing than in reading, with some not achieving the expected level and only a small percentage achieving Level 5. Evidence from the inspection confirms that achievement in writing is below what could be expected particularly in Key Stage 1. At the time of the last inspection pupils' writing in Key Stage 1 was seen to be well presented with good letter formation and punctuation. In Key Stage 2 it was legible and fluent but presentation was poor. During this inspection it was the reverse, with presentation and letter formation being poor in Key Stage 1 and significantly improving at the beginning of Key Stage 2. In Key Stage 2 pupils are given clear expectations of quality in writing but these are not always transferred to writing in other subjects of the curriculum.
8. At the time of the previous inspection, lesson observations in mathematics at both Key Stages 1 and 2 showed that attainment was average. The observations of this inspection show that the school has made good improvements in attainment, so that it is above average at both Key Stages 1 and 2.
9. The previous inspection stated that attainment in science was average at Key Stages 1 and 2. Standards have been maintained at Key Stage 1 and have improved at Key Stage 2 to above average.
10. The previous inspection reported that at Key Stage 1 attainment in art and music was good, and in design and technology, geography, history, information technology, physical education and religious education attainment was average. The findings of this inspection are that by the end of Key Stage 1 pupils have made satisfactory gains in skills in art, design and technology, geography, history and music. The previous report stated that standards at Key Stage 2 in art were good and in design and technology, and music were satisfactory. In information technology and physical education progress was unsatisfactory. This inspection shows that by the end of Key Stage 2 pupils' gains in skills and understanding in art, design and technology, history, music and religious education are satisfactory. Standards in information technology are below average.
11. Pupils' attainment on entry to the school is above average. The teaching at Key Stage 1 is uneven, but, with mostly suitable experiences, the pupils make satisfactory progress overall. The good teaching at Key Stage 2 and well-chosen activities enable pupils to make appropriate progress to reach above average standards. The indications are that for summer 2000 the pupils have made good progress through Key Stage 2. The positive learning ethos created by all staff encourages pupils to work hard and by Year 6 their achievements are in line with what would be expected.

Pupils' attitudes, values and personal development

12. Throughout the school pupils' attitudes towards their tasks and school life are good. In lessons, they are enthusiastic, listen well and usually settle quickly to tasks. Pupils generally concentrate well and work steadily. They are interested and involved in the activities taking place in the classroom.
13. Relationships between pupils and with adults are good. Pupils get on well with each other and play well together in the playground. They work well together and co-operate with each other in

the classroom. For example, in one class children were helping each other to work out what to do for the task. Pupils take turns and are keen to answer questions. They respect the views of others and listen to each other. Their understanding of how their actions affects other pupils is very good.

14. At the parents meeting, and in the questionnaire responses, parents indicated that they felt behaviour was good and the inspection supports that view. Pupils' behaviour on the playground is often lively but good-natured as they play football and other games. Their behaviour around the school and in the classrooms is good, showing a developing maturity through to Year 6. The occasional incidents of inappropriate behaviour are handled firmly and consistently by the teachers. Pupils are polite and courteous to visitors. They handle resources well and show respect for property. No graffiti or litter are evident around the school. No bullying was seen during the inspection, but the school has procedures in place should any incidents occur. There was one exclusion during the year prior to the inspection.
15. Pupils' personal development is good. There are several opportunities for pupils to take on additional responsibility throughout the school. For example, the role of Year 6 team captains and the use of Year 6 pupils as monitors helps them to understand responsibility. In some lessons pupils are beginning to take responsibility for their work, such as checking whether or not answers are correct. In one class pupils spontaneously applauded children whose work was recognised by the awarding of stickers.
16. Attendance figures provided prior to the inspection show attendance to be well above the national average with very low levels of unauthorised absence. Evidence obtained during the inspection shows that attendance is much lower and would appear to be below the national average, with levels of unauthorised absence higher than the national average. Attendance is therefore just satisfactory. At the beginning of the day pupils are generally punctual to school and during the day lessons begin and end on time. The records show that there is only a small amount of lateness.

HOW WELL ARE PUPILS TAUGHT?

17. The last inspection found that teaching was satisfactory or better in over 90 per cent of lessons. Overall during this inspection there has been a slight decline to 88 per cent of teaching which is satisfactory or better but an increase in the proportion of good teaching, now up to one half. Nearly three quarters of the teaching seen in Key Stage 1 was satisfactory or better, with one fifth being good and a quarter unsatisfactory. In Key Stage 2 the teaching in all the lessons seen was satisfactory or better with over three-quarters being good and a quarter very good. Teaching assistants make a positive contribution to the lessons in both key stages.
18. Teaching is having a positive impact on pupils' attainment, particularly in Key Stage 2. Here the introduction of the National Literacy and Numeracy Strategies is helping to establish an approach to teaching aimed at raising standards of attainment by consolidating and building key skills. At Key Stage 1 the introduction of the Literacy and Numeracy Strategies has led to improved attainment, particularly this year. The teaching is less secure at Key Stage 1 and pupils rely on and continue to use the well-developed skills they bring with them on entry to the school.
19. The quality of teaching varies considerably in Key Stage 1. In most lessons, teachers' subject knowledge is satisfactory so that they are able to use the National Literacy and Numeracy Strategies, as well as the school's schemes of work, to plan lessons that meet the needs of the majority of pupils. There are several higher attaining pupils in Key Stage 1 and teachers' expectations of them are sometimes too low so that they make slower progress than expected. The management of pupils' behaviour is unsatisfactory overall in Key Stage 1. This is partly because the pupils have not been taught to listen to each other, to take turns and to value each other's contributions. This leads to whole class oral work being interrupted, and pupils are distracted. The management of group work is insufficiently flexible to be aware of work being done within all groups of pupils and to intervene appropriately when pupils are not working. At present a significant number of pupils lack involvement in several lessons and are not learning as well as they should be.

20. The teachers use praise well to motivate the pupils and convey an enthusiasm for the subject which helps them to be interested. They provide good oral feedback to pupils about their work so that they know what they have achieved and how their work might be improved. There is little evidence of any more formal target setting. Homework is used effectively to enhance children's learning in reading and mathematics.

21. Teachers in Key Stage 2 prepare good lessons, planning with clear learning objectives that are often shared with the pupils during the introduction to lessons. These are referred to again during the plenary so that pupils are aware of the purpose of lessons and of what they should have learnt. The teachers often use effective questioning to get the pupils thinking, to make connections with previous learning and to establish the context for learning. Teachers' subject knowledge across the curriculum is good and the pace of lessons is satisfactory so that pupils' learning moves forward well. This contributes to pupils working hard and to the relatively high rate of progress made by pupils in this key stage, including the more able pupils in mathematics and science.

22. Teachers have good relationships with their pupils. Their management of behaviour is also good so that there are very few examples of pupils being distracted from their work or time being wasted in lessons. Pupils are able to take responsibility for aspects of their work when working in groups and can work independently when required, for example, when using computers to wordprocess a newspaper article. Pupils are motivated well and show considerable interest in their work across a broad spectrum of subjects and activities. Pupils are proud of their work as exemplified in their record of achievement files. Opportunities to use information technology to enhance learning are limited across both key stages by the lack of up-to-date computers and poor quality software.

23. The teaching of pupils with special educational needs is mostly good. These pupils have full access to the curriculum and their self-esteem is maintained. The special needs co-ordinator liaises effectively with class teachers and the teaching assistants. Work in literacy and numeracy lessons addresses their needs accurately, is paced well and is supportive. Teachers and support staff plan co-operatively and work well as a team to the benefit of all pupils.

24. Teaching in Key Stage 2 is restricted by the lack of learning resources in a number of subjects, for example, science, technology and information technology, so that pupils have to take turns in using equipment with a subsequent lack of opportunity to engage in whole class discussion. Practical work is also rather limited with a danger that subjects are, on a few occasions, taught through the completion of worksheets. The development of important investigational skills, for example, in mathematics and science, is limited.

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

25. Curricular opportunities are satisfactory overall, but there are weaknesses in provision for the youngest pupils in the foundation stage. There are also a few weaknesses in some foundation subjects and in the curricular provision for personal, social and health education. In the previous inspection curriculum planning was weak and there was no overview of the whole curriculum. The school now has a recently produced long-term curriculum map which identifies appropriate coverage of all subjects with the exception of information technology which is under-represented. The long-term plan covers the foundation subjects through a two-year cycle based on a series of themes in each subject. The school recognises the need to review this plan in line with the new Curriculum 2000. The school also recognises the need to implement fully and consistently the curriculum map throughout the school.

26. At the time of the last inspection the school had no detailed medium-term plans or schemes of work. The school has now adopted national schemes of work for the foundation subjects, and is following the Numeracy and Literacy strategies. Teachers use common planning formats. However, the translation of medium term objectives into clear, specific objectives on short-term planning requires further development.

27. The choice and range of curricular opportunities offered to the pupils is generally broad and is particularly good in Key Stage 2. Teachers' planning in Key Stage 2 identifies a good range of activities to support learning. They also make very good use of the planned school visits to enhance the curriculum. The recent visit to Mountnessing Windmill was evident in the pupils' work across the school and was enthusiastically spoken about by staff and pupils. Pupils in Years 5 and 6 were following up their recent residential visit to St. Marks College through a range of activities across a variety of subjects. Those pupils who did not go on the visit were included in the follow up work by relating it to the Mountnessing visit or to their knowledge of the local area of Roxwell. The school visits make a significant contribution to pupils' social development.
28. The school has begun to monitor the time allocations but there are occasions when there is slippage of time when lessons or assemblies overrun resulting in the next lesson starting late. The use of time is not monitored regularly at present to ensure it is used effectively or that subjects are covered as planned.
29. As in the last inspection curriculum provision for pupils with special educational needs is good. There is also good provision for the inclusion of all pupils in the planned curriculum. An example of this was evident in Years 5 and 6 where pupils with differing needs were both fully included in all aspects of the curriculum. Pupils with special educational needs have full access to the curriculum which is well adapted to meet their requirements.
30. The school plans to produce a scheme of work to support the policy for personal, social and moral education. Circle time has recently been introduced in one class to support a particular need but this is not currently part of the whole school provision for all pupils. Health education is taught within the science curriculum.
31. The school has implemented the literacy and numeracy strategies throughout the school. In Key Stage 1 there is insufficient emphasis on the development of basic literacy skills, particularly of writing. There are planned opportunities for the teaching of writing skills but the range of activities does not allow for sufficient progress to be made. In Key Stage 2 pupils are given opportunities to make links between numeracy, literacy and other subjects, for example, history, geography and science. When planning for pupils in the foundation stage the teacher uses the literacy and numeracy formats being mindful of the desirable learning outcomes for young children. The objectives for these pupils are insufficiently clear, and planned relevant training is expected to help. The youngest pupils in the school are given insufficient opportunities to learn the basic skills of numeracy and literacy through exploration, investigation and practical activity. There are good opportunities for classes to pair for reading, giving pupils of both ages the opportunity to gain confidence and ability in their reading. This arrangement was spoken about enthusiastically by the younger and older pupils.
32. The school provides a good range of extra-curricular activities and clubs for a small sized school. School clubs are run by staff, parents and members of the community, for example, the Essex County Cricket coach and Chelmsford Football coach. The school offers an Art and a French club.
33. Pupils have the opportunity to learn from members of the wider community, such as the police, school nurse, local clergy, actors, fire service, and the Crucial Crew. Pupils extend their understanding of the community by visiting The Wednesday Club for older people and having talks about Waste Usage, for example.
34. Provision for pupils spiritual, moral, social and cultural development is satisfactory overall, while the school makes good provision for the pupils' moral and social development. Pupils are helped increasingly to understand why moral decisions are important so that by Year 6 pupils have a good basis for making decisions about their lives and behaviour. They are taught right from wrong. Pupils are encouraged to work together in several activities throughout the school, such as in music making in Year 2 or in science experiments at Key Stage 2. Several occasions arise when the spiritual dimension of pupils' work is recognised, such as when creating clay figures in Year 4. However, pupils are given insufficient time throughout the curriculum for reflection on their learning and experiences, thereby limiting opportunities for wider spiritual development. The quality of assemblies varies considerably, and they do not give a consistent and clear message

that supports spiritual understanding. The school seeks to build good relationships between adults and pupils within the school and with visitors to the school, and this is helped by the polite and welcoming behaviour of pupils to visitors. Pupils are given some access to developing their knowledge of other cultures, mainly through religious education, assemblies and specific days such as the Indian day and African day. The school has identified cultural development as a specific focus on its development plan for next year.

35. There are good links with the local pre-school enabling a smooth transition for pupils. There is good communication and co-operation between the school and playgroup to meet the needs of the local community. The school has regular links with its local secondary school to help progression at the end of Key Stage 2.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The previous inspection found that the school provided satisfactory support and guidance for its pupils, and this continues to be the case. Members of staff are very caring and know and support all pupils well. The school provides pupils with a safe and secure environment.
37. The school's management of health and safety is satisfactory, with regular checks to buildings, grounds and equipment. Fire drills are held regularly and are recorded appropriately. There are appropriate procedures in place for the administration of first aid, with all incidents logged and parents informed. The school follows local authority guidelines for child protection. The headteacher is the person designated responsible for child protection matters. The school provides a good level of care for children with special educational needs, including daily physiotherapy for a child who requires it.
38. Parents have expressed concern over the arrangements for children to arrive at school in the morning, mainly because of the narrow path leading onto the playground. However the school has responded to their concerns and plans are in hand for a new path to be made, which will allow easier access.
39. Attendance appears to be just below the national average. There are no formal procedures in place to promote or monitor attendance. In one class, the register is not kept up to date and overall the systems for checking reasons for absence lack rigour and the school relies on the welfare officer to monitor absence.
40. The behaviour policy and promotion of good behaviour gives pupils a clear understanding of the school's expectations. There is not a formal, whole school system of recording unacceptable behaviour, but the Headteacher does record major incidents. The rewards system allows him to be aware of children who have done well.
41. The monitoring and support of pupils' academic progress and personal development are satisfactory overall. Monitoring procedures for reading are good throughout the school. Pupil profiles track pupils across years, and a writing profile is used. An example of good practice is that the school has analysed the English and science national test papers to identify areas of weakness and has planned teaching in the light of these areas. However there is not a tracking system for assessing and following pupils through the school in the foundation subjects.
42. The pupils produce a satisfactory amount of written work that is marked carefully by the teachers, with spellings and other corrections given. Several comments give a thoughtful recognition of the quality of work, with some praise or stickers that the pupils appreciate. A further comment on what the pupils should concentrate on to improve is very rare. The teachers' lesson plans usually have clear learning intentions that are shared with the pupils. However, the marking very seldom makes any reference to these by saying how well the pupil's work meets the expectation. The practice of setting and linking pupils' targets to the work is recognised as an area to develop.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The previous inspection found that there was a satisfactory partnership with parents, which benefited the learning and development of pupils. This continues to be the case. Parents' views of the school are mixed. The parent questionnaire responses show that although parents are supportive of the school they have concerns in a number of areas. The majority of parents feels that the school is welcoming and would be happy to come into school to talk about problems or raise any questions. However, at the parents' meeting a few parents felt the school's response to questions was not always consistent. The school works well in partnership with parents of children with special educational needs. There are regular opportunities to attend reviews of individual education plans. The parents attend the annual review for statements and records of parental contact and views are made.
44. A few parents feel there are not enough after school activities and that the levels of homework are inappropriate. Parents also think that the school does not provide them with enough information about their child's progress and that the school does not work closely enough with them. However, after discussion and looking at school practices, these views are not supported by the evidence of the inspection.
45. The information provided for parents by the school is satisfactory. The headteacher sends out regular, weekly newsletters, which give parents a lot of detailed information about what is happening in school. The Governors Annual Report for Parents omits a few pieces of statutory information, for example, about the provision for disabled pupils. Written annual reports for parents are satisfactory. There are planned opportunities for parents to discuss their children's progress formally and informally. Parents have the opportunity to meet staff both at the beginning and end of the school day.
46. The impact of parental involvement in the work of the school is satisfactory. There are opportunities for parents to help in the classroom, and several parents take these up. The school receives good support from the Friends of Roxwell School, which has raised funds to support the school. For example, they will fund the proposed path onto the playground. Parental support for pupils' learning at home is very good, and a significant number support their children by listening to them read and helping with homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The previous report identified serious weaknesses in the leadership and management of the school, and set out three key issues related to improvement in management. Since that time the school has made satisfactory improvements to the key issues raised in the previous report, through the combined work of the chair of governors and the recently-appointed headteacher, supported by all staff and governors. The headteacher has made several good improvements, particularly in establishing clear procedures and systems to support teaching, the curriculum and development planning. The school has successfully implemented the literacy and numeracy strategies. Members of staff have improved their lesson planning. Schemes of work for all subjects have been adopted so that statutory requirements for the curriculum are met, other than for information technology. The headteacher has begun a programme of lesson observations to monitor standards although this has not been extended to subject co-ordinators.
48. The governing body is strongly committed to the school and has a good system of subject and class links that is helping to inform judgements and decisions. Their visits are not yet directly linked to priorities in the development plan. Members of the governing body are beginning to take account of adding value in their decisions and to take on an active role through their visits. At present the governing body meets as a full governing body without committees in order that all members are involved fully in their work. This arrangement should be reviewed when members have the necessary confidence and experience to take on delegated powers. The governors have a good influence on shaping the educational direction and are becoming increasingly aware of the school's strengths and weaknesses.
49. The monitoring procedures introduced by the headteacher are good, and provide a growing understanding of strengths and weaknesses. The lesson observations are used in discussion to identify strengths and areas for development. The headteacher unilaterally prepared a development plan and budget for the current financial year. There are now firm plans for all staff

and the governing body to make a careful evaluation and audit of the position in major areas of the school's work, based on the local authority quality framework. The headteacher has already identified issues for improvement that are related well to the needs of the school, but the planned process is intended to secure commitment by the governing body and all staff to agreed priorities. Their commitment to school improvement is good.

50. Teachers and all adults make the aims and values of the school explicit in a variety of ways, for example, through the relationships and management of the pupils in all aspects of school life. However, the school's values are not made evident consistently during assemblies. The headteacher is determined to help create a purposeful school with high standards. This will be helped further by clarifying the responsibilities of the senior management team to assist effective procedures.
51. The teachers and learning support assistants work well together for the benefit of the pupils to promote good standards through effective teaching and support. Appropriate induction procedures are in place for new staff. The subject co-ordinators' roles in monitoring and support are developing and they have a good understanding of curriculum needs. The teachers work well as a team, and informal contacts help on-going evaluations, but the influence of the subject co-ordinators is not available formally for weekly planning. There are insufficient formal procedures to monitor standards and provision, through lesson observations or analysis of pupils' work, for example.
52. The management of special educational needs is good. The co-ordinator is knowledgeable and hard working. Her careful record keeping means that details of pupils are readily available and quickly shared. She liaises very well with parents and outside agencies to ensure that pupils receive the best provision available.
53. The headteacher has introduced procedures to monitor the quality of teaching and standards that are welcomed and accepted by the staff and governors as supportive and represent good management. The school is beginning to introduce assessment procedures to help collect data, but procedures to evaluate its performance, in teaching, standards and curriculum balance, for example, are under-developed. The school has focused carefully on improving writing, and the headteacher has carried out several useful analyses about performance in the national tests to help identify learning needs. Regular and on-going assessments in English, mathematics and science are not yet used to set targets for each pupil and a whole school target. The targets for the current year are reasonably challenging but were not based on detailed information.
54. The present deployment of teachers to year groups does not meet the needs of the children in reception year, though within Key Stage 2 it is good. School developments are supported carefully through in-service training to help members of staff be confident and prepared. The learning support staff are committed to helping the pupils and overall support within classrooms is satisfactory. The learning environment has steadily improved over the last few years, and the new extension with a classroom and school hall means that the overall quality of the school buildings is satisfactory. There is no outside play area for the children who are under five, although there are agreed plans to fence off a secure section. The school provides daily assemblies that meet statutory requirements, although the quality of experiences varies considerably. There are sufficient learning resources for all subjects except information technology, science and design and technology and the provision is therefore unsatisfactory overall. The school is operating a tight budget, having a small pupil roll.
55. The headteacher and governing body have improved the running of the school since the previous inspection through regular meetings to discuss current issues. The school's financial planning is good, with careful attention to budget costs. The governors do not have a finance committee at present. The oversight of the finances and budget through regular monitoring of budget statements is devolved to the chairwoman, and this arrangement should be reviewed at an appropriate time. Money obtained through the standards fund is used effectively. The funds for pupils with special educational needs are used well, and the individual education plans are carefully focused to identify where support should be directed. The use of learning resources and accommodation is satisfactory, since activities are mostly well resourced. The financial control and school administration are good. The school secretary has good procedures and routines. The most recent auditor's report was made before the previous inspection in 1997. The school has obtained special agreement that the costs of a fourth teacher be borne by the local authority until

March 2001 in order to prevent class re-organisation.

56. Pupils' attainment on entry to the school is above average and the area that the school serves has above average socio-economic circumstances. The expenditure per pupil is above average, although similar to other small schools. Pupils leave the school at the end of Key Stage 2, aged 11 years, with above average attainment. Progress is satisfactory through the school, with elements of both good and unsatisfactory progress. Pupils receive good teaching within Key Stage 2, and the evidence of good attainment this year at Key Stage 1 indicates previous good teaching there. Pupils are helped to develop good attitudes to work and school life. Taking account of all these factors the school is judged to provide satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The governors, headteacher and staff should give attention to the following matters.

- 1 Raise standards in writing throughout the school. (Paragraphs; 44, 7, 67, 68.)
- 2 Raise standards in information technology by: (Paragraphs; 10,115.)
 - a) Ensuring that the computer equipment is installed as planned;
 - b) Preparing a clear job description for the subject co-ordinator that includes monitoring of provision and standards;
 - c) Making arrangements for training for the co-ordinator and all staff;
 - d) Including planning for information technology across the curriculum as well as for specific lessons;
 - e) Sharing good practice.
- 3 Improve the quality of provision for the children under five by: (Paragraphs; 54, 61, 63.)
 - a) Reviewing the policy and curriculum for the Under Fives;
 - b) Arranging for shared planning for the Under Fives and Key Stage 1 that is monitored regularly;
 - c) Making suitable training opportunities available;
 - d) Agreeing performance objectives for the class teacher that are supported and monitored.
- 4 Improve the process of development planning by: (Paragraphs; 48, 49.)
 - a) Including the governors and all staff in a school audit;
 - b) Working together to reach shared priorities;
 - c) Agreeing a structure for the development plan that is clear, but does include headings at least for sections on management, curriculum and governor responsibilities;
 - d) Ensuring that the development plan includes sub-headings for performance indicators and evaluation so that progress on items is clearly identified.
- 5 Continue to develop the curriculum and lesson planning by: (Paragraphs; 25, 26, 47, 49, 51.)
 - a) Agreeing a review cycle to update curriculum policies and schemes of work, and including provision for the pupils' personal, social and health education;
 - b) Ensuring that subject co-ordinators make an informed contribution to medium-term planning;
 - c) Identifying the key learning objectives for each subject and relating them to the weekly plans;
 - d) Monitoring the learning outcomes through activities such as work sampling and lesson observations.
- 6 Develop assessment procedures by: (Paragraphs; 41, 42, 47.)
 - a) Identifying pupils' targets in English and mathematics initially, but extended to other subjects as appropriate;
 - b) Making observations of pupils related to these targets and finding sensible and manageable ways to record them as on-going assessment procedures;
 - c) Using the learning targets to inform the marking of pupils' work, so that comments confirm when learning is secure and clarify what is to be worked at;

d) Monitoring the arrangements and sharing good practice.

58. The following minor issues should also be addressed: Monitor attendance and complete registers consistently. Give consistent attention to planning for and challenging the high attaining pupils. Improve the quality of assemblies to support pupils' personal development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	13	11	4	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)	0	87
Number of full-time pupils eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	17

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	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	2.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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
	1999	4	10	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	9	9	9
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	86	86	86
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	9	9	9
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	86	86	86
	National	82	86	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
	1999	8	13	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	2	7
	Girls	10	6	11
	Total	15	8	18
Percentage of pupils at NC level 4 or above	School	71	38	86
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	2	5
	Girls	11	10	9
	Total	16	12	14
Percentage of pupils at NC level 4 or above	School	76	57	67
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	76
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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)	5.3
Number of pupils per qualified teacher	21:1
Average class size	21.8

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	50

Financial information

Financial year	1999
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	£
Total income	234347
Total expenditure	223715
Expenditure per pupil	2331
Balance brought forward from previous year	5455
Balance carried forward to next year	16087

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	87
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	5		
My child is making good progress in school.	21	62	10	2	5
Behaviour in the school is good.	10	76	5		10
My child gets the right amount of work to do at home.	7	57	26	7	2
The teaching is good.	33	52	7	2	5
I am kept well informed about how my child is getting on.	17	52	29	2	
I would feel comfortable about approaching the school with questions or a problem.	38	55	5	2	
The school expects my child to work hard and achieve his or her best.	19	57	10	7	7
The school works closely with parents.	10	45	29	2	14
The school is well led and managed.	10	60	10	7	14
The school is helping my child become mature and responsible.	19	62	12		7
The school provides an interesting range of activities outside lessons.	19	48	24	10	

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

59. All reception aged children start school at the beginning of the school year in which they will become five. Those born in the Autumn start school full-time. Those born in the Spring and Summer terms begin with two mornings a week and start full-time in January. At the time of the inspection two pupils were under five, one pupil became five during the inspection and the other was absent for part of the time.
60. At the time of the inspection all pupils were fully integrated into the class and it was not possible to make a judgement on the specific teaching provision for children in the foundation stage. The Baseline Assessment of pupils is carried out soon after full-time entry to school. The children enter school performing above the county average on Baseline Assessment and those who entered this academic year performed well above, particularly on Speaking and Listening skills and Personal and Social skills.
61. The teacher uses the literacy and numeracy strategy formats for planning and identifies teaching objectives from these strategies. She is mindful of the desirable learning outcomes for the reception- aged pupils but this is clearer in the plans for numeracy than those for literacy. Pupils enter school with good ability but the whole class teaching sessions have an adverse effect on the learning of the younger children when they are competing for attention with the older Year 1 pupils. Specific differentiated questions to the younger children are seldom given. The teacher has only recently had the support of a teaching assistant every morning. At the time of the inspection this role was divided between two assistants, which did not support consistency of approach. The lack of support in the afternoons makes it difficult for the teacher to plan specific activities for the children in the foundation stage.
62. The classroom is organised into areas for learning and children are given access to the breadth of curriculum provided for the Year 1 pupils. Sand and water trays are available. At the time of the inspection a departure lounge was set up in the role-play area with holiday brochures, maps and a globe. Writing resources were available for children to take bookings and make tickets. There was an area for science work demonstrating the changes in clay when dried and then put into water. Whilst these resources were available there was no opportunity to see pupils using them. The children had insufficient opportunities to access the clearly labelled resources independently.
63. Overall, from the inspection evidence available children in the foundation stage are not making the progress expected from their higher than average attainment by age five. Children spend too much time recording their work in books or on worksheets by drawing and colouring in. The approach to the recording of learning is insufficiently varied to develop the children's understanding and skills.

ENGLISH

64. Pupils' performance in English is uneven. The school is effective in ensuring that the majority of pupils reach the average level by age 7 and when they leave the school at age 11. Attainment by the end of Key Stage 1 is average, and by the end of Key Stage 2 is above average. The unreported national test results for 2000 show that at Key Stage 1 100 per cent of pupils achieved Level 2 or above in reading. At Key Stage 2 94 per cent of pupils achieved Level 4 or above in English with 100 per cent achieving Level 4 in reading. At the end of Key Stage 1 a third of pupils achieved Level 3 in reading and at the end of Key Stage 2 a third of pupils achieved Level 5 in reading. Compared with the previous 1999 results at Key Stage 1 this represents an improvement in the achievement at Level 2 but a decrease in the percentage of pupils achieving Level 3. The 1999 Key Stage 2 results in English were close to the national average with 71 per cent of pupils achieving Level 4 or above and a third of these achieving Level 5. This also represents an improvement in the percentage of pupils achieving the expected level and the same percentage achieving the higher level. Across both key

stages the percentage of pupils achieving higher levels in reading is well above the national average. When compared with similar schools, in 1999 pupils' performance at Key Stage 1 in reading and Key Stage 2 in English was above average.

65. Pupils' performance in reading is good. Many pupils enter school with above average baseline results and having acquired the early reading skills such as the concept of the written word conveying meaning and some sight vocabulary. At the time of the inspection, many pupils had been supported with the development of reading at home by parents. Pupils at the end of Key Stage 1 read with confidence and enjoyment. The higher attaining pupils recall the key features of the story and suggest what might happen next. Pupils generally relied heavily on the initial sounds and at making a guess at new words, and do not have secure skills to link spelling strategies and reading as a more secure basis for decoding new words. Pupils are encouraged to read a range of material and several pupils bring books from home to read. A Year 2 pupil with very good reading ability read with fluency and understanding, explaining why she had chosen the book. She had read it before but enjoyed re-reading it because she got more from it on each occasion. There is an insufficiently wide range of books and extension texts for the higher attaining pupils in Key Stage 1 classes. At the end of Key Stage 2 pupils continue to read well and with enjoyment. They bring reading material from home and talk about their favourite authors and books, giving detailed mature explanations.
66. The school library was not seen in use for pupils during the inspection since it was used for inspection purposes. Worksheets relying heavily on reading skills were used in many areas of the curriculum and lack of differentiation disadvantages the less confident readers.
67. The national test results for writing vary over a four year period and in both the 1999 and 2000 results at Key Stage 1 achievement in writing is significantly lower than in reading. When compared with similar schools the pupils' performance is well below average. The results for the current Year 6 pupils also shows lower achievement in writing than in reading, with some not achieving the expected level and only a small percentage achieving Level 5. Evidence from the inspection confirms that achievement in writing is below what would be expected, particularly in Key Stage 1 and when compared to the attainment of pupils entry to school.
68. At the time of the last inspection pupils' writing in Key Stage 1 was seen to be well presented with good letter formation and punctuation. In Key Stage 2 it was legible and fluent but presentation was poor. During this inspection it was the reverse, with presentation and letter formation being poor in Key Stage 1 and significantly improving at the beginning of Key Stage 2. Pupils in Key Stage 1 are given insufficient support structures to present quality work, and quantity rather than quality of work is over emphasised. During the inspection the pupils in Years 1 and 2 were provided with simple writing frames and line guides for a piece of writing, and the quality of the pupils' writing was significantly improved. The expectations for presentation of work are not made sufficiently clear to pupils. Pupils in Year 1 are beginning to join their writing using a pen. This is a recent development within the school and at present is not monitored to ensure that standards are raised and that pupils are enabled to develop the skills at an appropriate pace. In Key Stage 2 pupils are given clear expectations of quality in writing but these are not always transferred to writing in other subjects of the curriculum.
69. As reflected in the national tests higher attaining pupils are not being sufficiently challenged to attain higher levels. Inconsistency of practice in writing adversely affects achievement. It was noted that some pupils in Key Stage 2 are using a joined style of writing, while others print and some pupils use a combination of both. Pupils with special educational needs are given additional support to enable them to make satisfactory progress.
70. Standards in speaking and listening are good throughout the school. The majority of pupils enters school with a good ability to express their thoughts and ideas using a varied vocabulary. They are confident to speak in front of adults and other pupils. They are able to carry out instructions and will enter into class discussions demonstrating the ability to link ideas and concepts. The youngest pupils are able to take turns in listening and talking, but this is not always demonstrated in lessons when the group is too large or they have to wait too long for the adult's attention. A very small number of pupils have some difficulty with speech formation but their understanding of language is good overall. At Key Stage 2 pupils speak with increased confidence and ability. They use the opportunities given to them to discuss and

share ideas using good clear explanations and a rich style of language. They listen to each other well and with respect for each other's views. They can sustain concentration in lengthy question and answer session.

71. The quality of teaching in English varies from very good to unsatisfactory. At Key Stage 2 teaching is very good. The planning for the literacy hour is clear and specific with teachers in Key Stage 2 having very good subject knowledge. Their own enthusiasm for the subject enhances pupils' learning. Teachers in these lessons model high standards and have good classroom management strategies. Objectives were specific and shared with pupils. Some pupils had personal targets written on the front of their English books. A very good example of shared writing was observed in a Year 3 and 4 class, which was then used as a focus for the plenary session. All members of the group were encouraged to contribute, resulting in some very imaginative suggestions and a good quality final piece of poetry. Unsatisfactory teaching was observed in Key Stage 1. This occurred where the planning was insufficiently specific to meet the needs of all groups of pupils. The planned activities relied too heavily on adult support and the need for immediate feedback from the parent helper and teaching assistant to enable pupils to make progress. Pupils were frustrated in their attempts to contribute to the whole session because the teacher's questioning was insufficiently varied and directed at the differing ability groups. Pupils' attempts to understand the purpose of their learning were not addressed. Frustration, particularly in the more able, articulate pupils and the younger less mature pupils, led to over-excitability behaviour which slowed the pace of learning. The teachers' expectations of the more able pupils are too low and do not always capture the eager contributions of pupils.
72. The co-ordinator for English has given support and training in the implementation of the Literacy strategy. She has carried out an audit of resources which has led to a range of new books and support materials being acquired. The co-ordinator has had limited opportunity to monitor through classroom observation and has not yet begun to formally monitor pupils' work or track their progress. Pupils' books are kept and move on with the pupil from year to year as a record of achievement. The Year 6 teacher has analysed the national test papers to identify areas for development, and has produced learning targets. Evaluation strategies have not yet been developed. The co-ordinator is aware of the need to develop writing throughout the school particularly for the higher attaining pupils.

MATHEMATICS

73. The school has made good improvements in mathematics since the previous inspection in 1997 if attainment in the unpublished summer 2000 national tests for Key Stage 2 is used for comparisons. These were the first tests taken since the appointment of the new headteacher. However, attainment in the 1999 Key Stage 2 tests was well below average and the pupils made poor progress through Key Stage 2.
74. In the 1999 national tests for Key Stage 1 the proportion of pupils gaining Level 2 or above, at 86 per cent, was below the national average. The percentage of pupils gaining the higher Level 3 was well above the national average. It is the large percentage of pupils gaining this higher Level 3 that is most significant in the results, indicating that effective teaching led to appropriate standards amongst the higher attaining pupils. The trend in attainment has been above the national trend over the past four years. In comparison with schools of a similar context, in 1999 attainment was above average, and this also indicates good teaching.
75. Using the teachers' assessments to provide more detail, the proportion of pupils gaining Level 2 or above in using and applying mathematics was close to the national average. The results for number and algebra are also average, and for shape, space and the measures the results are average. The proportion of pupils gaining the higher Level 3 was well above average in all these aspects, indicating that the higher attaining pupils are working to their capacity through good teaching.
76. In the 1999 national tests for Key Stage 2, the proportion of pupils gaining Level 4 or above, at 38 per cent, was very low in comparison with the national average. The proportion of pupils gaining the higher Level 5, at 24 per cent, was above the national average. The trend has

- shown marked variation over the past four years, having risen steadily to 1998. In comparison with schools in similar contexts, using national curriculum points scores, standards were well below average in 1999.
77. In the unpublished national tests at Key Stage 1 for summer 2000 all pupils gained Level 2 or above in mathematics, and 43 per cent gained Level 3 or above. These results are clearly above the national figures for 1999. In the Key Stage 2 tests 94 per cent gained Level 4 or above and 25 per cent gained Level 5 or above. These results are also above the national figures for 1999. Pupils' attainment in numeracy is above average for the present Year 2 and Year 6 cohorts.
 78. The observations of the inspection broadly reflect the test results. Attainment at the end of both key stages is above average and matches the school's expectation for the cohorts. The higher attaining pupils are reaching standards that are appropriate, and that indicate above average attainment has been reached by the end of the key stages. There are no significant variations in attainment between boys and girls, or among pupils of different backgrounds in either key stage. Pupils with special educational needs make sound progress against their targets.
 79. Pupils in Key Stage 1 have above average standards across the mathematics curriculum by the end of the key stage. Most pupils count reliably to 100, and recognise and name most numbers such as 83 correctly. They know many number facts to 10, and carry out most addition and subtraction sums correctly. Pupils explain their methods clearly, and have a growing confidence with mental calculation. The pupils have a good early understanding of the position of numbers, for example, splitting 37 into 30 + 7. They recognise several simple number patterns, such as counting in tens from 2 or counting in threes. The teachers give thorough instruction in recording calculations so that most pupils' work is recorded correctly with good understanding. The pupils apply number well to simple everyday contexts in science or music. Pupils have a generally good understanding of measures, including time and money. Pupils present the results of surveys in simple graphs and tables with good understanding. They recognise and name several shapes, such as squares and hexagons, and are beginning to understand properties such as having equal sides. Pupils use most mathematical language correctly through the good emphasis given by the teachers. The teachers plan from and use the numeracy materials appropriately, and use a practical approach to ensure understanding and secure progress.
 80. Pupils have above average standards in mathematics by the end of Key Stage 2. Pupils perform addition and subtraction with two and three digit numbers using standard layout, and most are correct. They understand the positional value of numbers well, and understand differing methods for calculations. They explain their methods for mental arithmetic clearly, for example rounding to the nearest ten, and are mostly accurate. A few pupils do not listen well when others are giving their methods, however. Most pupils know the multiplication tables, although a few are not confident and still use their fingers. They understand the use of factors and multiples. The pupils have a good knowledge of two-dimensional shapes and know some properties, but do not always recognise all the symmetries of the shapes. Pupils understand how to carry out surveys, and are able to represent the data in a block graph or to read it from a pie graph. Previous work indicates above average attainment across the subject. The use of information technology is underdeveloped.
 81. The pupils have good learning experiences in most lessons, with worthwhile tasks that promote attainment. They make satisfactory progress through both key stages, helped by the teachers' introductions and their interest. The pupils' progress in numeracy is good at Key Stage 2. They demonstrate a growing confidence and skill with mental and written calculation. Most of their recorded work is set out correctly, using standard layout and carry figures as needed. Pupils apply their skills to everyday problems such as the cost of meals using a menu, and use these skills in several subjects such as science. Most children build well on previous learning through the careful progression that teachers provide, matched well to their needs. Investigational work is generally underdeveloped in the school, although many tasks have a good practical basis. Pupils have developed a few problem-solving skills, such as setting work out methodically and noticing patterns.
 82. Most pupils' attitudes to mathematics are good through the school. They quickly become

interested in the tasks and keep their concentration well. Pupils of all ages are keen to give answers, and want the recognition. Pupils in Key Stage 1 are reluctant to work independently and want help to complete their work, but make appropriate progress even so. The pupils with special educational needs are given thoughtful help so that they make appropriate progress. The good support helps maintain their interest and effort.

83. The quality of teaching for mathematics is just satisfactory at Key Stage 1 and is good at Key Stage 2. Teachers' planning is usually good at both key stages, is based carefully on the numeracy materials, and leads to well-structured lessons. Teachers give good emphasis to consolidating mental methods of calculation, and having pupils explain their reasoning. Teachers identify learning objectives carefully and usually share these with the pupils. They make insufficient notes in their planning of the teaching methods they will use. Teachers give direct explanations and demonstrations with materials that have a positive impact on pupils' learning. They have a skilled questioning style that focuses on the main ideas and challenges pupils to explain and think carefully, although at Key Stage 1 this was less successful in keeping all pupils attentive. All teachers have good relationships with the children, and listen carefully to their answers. Their management of the pupils is very good at Key Stage 2, establishing a good working atmosphere with high expectations for work and behaviour. Teachers generally use effective behaviour strategies so that pupils are kept on task well. The teachers usually have a good selection of mathematical apparatus available that supports pupils' learning well. They are observant of the pupils, and make on-going assessments of them, but make insufficient written records of attainment and progress in both key stages. An exception to the generally effective teaching was observed in the reception class, where the choice of activities, the methods used and the management of pupils were unsatisfactory.
84. The subject meets the requirements of the National Curriculum, and the Numeracy materials are used suitably for planning alongside established materials. Problem solving and investigational work is seldom evident in lessons, and is not well established to promote the skills required for using and applying mathematics consistently. The co-ordinator supports colleagues well and has a satisfactory understanding of the role. She does not yet monitor teachers' planning or have planned time to monitor standards through observing lessons, so is uninformed about provision and standards, for example, by seeing samples of children's work. There is a satisfactory range of resources for mathematics that support pupils' learning.

SCIENCE

85. The teachers' assessments of science at the end of Key Stage 1 show standards in 1999 to be in line with national expectations, with 86 per cent of the pupils gaining Level 2 or above. The unpublished results for summer 2000 indicate that this figure has improved to 100 per cent. The proportion of pupils exceeding national expectations by gaining Level 3 or above was high in 1999 at 36 per cent and remains high in the summer 2000 tests. An analysis of pupils' work during the inspection indicates that standards at the end of Key Stage 1 are average.
86. Attainment in science at the end of Key Stage 2 in 1999 was close to the national average with 86 per cent gaining Level 4 or above, and 24 per cent gaining Level 5 or above. The school has reported further improvement in the summer 2000 science results with 100 per cent of pupils gaining at least Level 4 and 50 per cent gaining Level 5. The science results in the school have improved over the past three years at a faster rate than nationally, although from a lower starting point. Over this period there is very little difference between the performance of boys and girls. From looking at pupils' work during the inspection standards at the end of Key Stage 2 are above average.
87. No science lessons were observed in Key Stage 1 but from an analysis of pupils' work, a look at teachers' planning, displays and pupils' notebooks it is evident that there is good coverage of the National Curriculum. Pupils in Key Stage 1 have taken part in several investigations including growing and measuring seed growth over time and making and testing simple electrical circuits. They have measured the properties of different insulating materials and used thermometers, carried out a survey of invertebrates in the school grounds and recorded their frequency. They have produced good posters on what constitutes a healthy diet. Pupils are developing their investigative skills well, particularly those of predicting, measuring and recording.

88. In Key Stage 2 there is good coverage of the National Curriculum programmes of study and a good balance between practical activity and theoretical work. Teachers' expectations of pupils are high and pupils respond positively through lively discussion and effective questioning. Some good experimental and investigative work was seen, for example, work on decay showed aspects of planning, implementation and evaluation. There is little use of information technology to present experimental results more formally in tables and both line and block graphs, and in analysing results to draw conclusions and relate these to the initial hypothesis.
89. Pupils in the school make good progress with science, particularly in Key Stage 2, both with their practical skills and in their understanding of important concepts. Pupils with special educational needs also make good progress.
90. The quality of teaching in science is good, and there are examples of very good teaching in Key Stage 2. Learning objectives are clear and shared with pupils. Teachers question pupils effectively to broaden their understanding. Pupils respond well in describing their experiences and knowledge. Classroom management and organisation are good, particularly for group work where pupils are encouraged to take responsibility for aspects of group tasks. Pupils respond positively and enjoy their science. The subject is taught for an appropriate time during the term with opportunities to re-visit topics to enhance prior learning. Pupils are well behaved and take a pride in their work.
91. The assessment and marking of work across the subject is inconsistent. There is insufficiently clear identification of the development of experimental and investigative skills for each pupil when marking their work. Science recording sheets are not used effectively to identify strengths and weaknesses in pupils' knowledge and progress. There is a considerable difference between teacher-assessed levels and those derived from the national tests at the end of Key Stage 2.
92. The subject is well co-ordinated across the school with good schemes of work for each class. Weekly plans do not make good use of the differentiation outlined in the schemes of work, particularly as all classes contain pupils of mixed ages and widely differing ability. Pupils' responses in the national tests have been analysed by question, and information on the apparent strengths and weaknesses of pupils' learning has been fed back to teachers. The science co-ordinator has taught colleagues' classes for science which is a good development.
93. The co-ordinator has insufficient time during lessons to monitor the teaching of the subject and pupils' responses to it, particularly the investigative work. The demands of other subjects has allowed little time for staff development and in-school training in science over the past two years, particularly in the use of information technology to enhance pupils' learning. Resources for the teaching of science are well organised and available to all teachers. However they are inadequate for the teaching of science to Level 5. Measuring and information technology resources are poor and inhibit the progress pupils make.
94. Overall, satisfactory progress has been made in the standards attained by pupils in both key stages since the previous inspection, and in the proportion gaining the higher National Curriculum levels. The good quality of teaching has been maintained and teachers demonstrate good subject knowledge. There has been less progress in three aspects of subject development - monitoring the progress of pupils in investigative work through teacher assessment; incorporating the use of information technology into the teaching and learning; and improving the science resources used.

ART

95. Pupils are gaining a range of skills in Key Stage 1 that indicate satisfactory progress by Year 2. The pupils are given opportunities to experiment using different visual effects. They use a variety of techniques to indicate the texture and features of leaves from their gardens when

using crayons. Several pupils produced a good effect and have made good observations, although a few pupils simply crayoned the leaf shape without looking closely. Several pupils have good pencil control, and use colour effectively. Pupils make a wide range of illustrations related to history and stories that give good purpose to early skills, including a few examples using information technology. Pupils are beginning to use simple problem-solving techniques in making a seashore effect from card landscapes with sea animals. They have opportunities to make simple clay products. Pupils are keen to talk about their ideas and effects as they work, and are gaining an early understanding of shape, form and texture in their work. At Key Stage 1 the recently established art club run by parents makes a valuable contribution to pupils experience.

96. Pupils are gaining a range of skills in Key Stage 2 that indicate satisfactory progress is maintained to Year 6. The development of skills is lower than at the time of the previous inspection, in part because of the focus on literacy and numeracy. Pupils have made sketches to record their observations and support the development of their visual understanding. They have produced effective silhouettes giving good contrast between light and shade. Their claywork followed discussions about the abstract work of Henry Moore and other artists. The pupils produced simple clay models with several good effects, using both shape and form to represent their ideas. They also used tools to etch detail and showed satisfactory skill. By Year 6 the pupils have gained a good range of skills, shown to good effect in their face-masks and rose tapestries. Pupils in Year 6 mixed colours successfully to represent their ideas and feelings. They make attractive illustrations for work on a Haiku Calendar, and in many subjects. There is little evidence through the school that the work of important artists is given adequate attention, or that the creative use of information technology is being explored. There are no formal assessment procedures for art at present and sketchbooks are not in general use, so pupils' progress in art is only monitored generally. Pupils with special educational needs make suitable progress. Standards appear to have declined since the previous inspection, when they exceeded national expectations, since there is only a little evidence of the subject being studied in its own right.
97. Pupils' attitudes and behaviour are good. Pupils experiment happily and try to work carefully. Pupils listen sensibly to the teachers and adult helpers, and co-operate together. They are gaining independence through the school in applying themselves to their tasks. Their good attitudes have a positive effect on their progress. Pupils talk sensibly about their work, and listen to others. Very little direct teaching of art was observed during the week. The results of pupils' work on display and illustrating other subjects indicates satisfactory standards of teaching overall, although there is currently insufficient attention to developing pupils' knowledge and understanding of a range of artists and the associated skills of their style. The teachers plan for art carefully and are supported well by parent helpers. The absence of sketchbooks to support learning and for homework is a weakness in Key Stage 2.
98. The quality of subject management is satisfactory. The co-ordinator provides support when requested but the subject has not been the focus for development recently. Pupils' visual education is occasionally enhanced by visits outside or by visitors to the school. The subject policy has been updated recently but requires further discussion to ensure all aspects are implemented consistently.

DESIGN AND TECHNOLOGY

99. Little direct teaching of design and technology was seen during the inspection and comments are based on the scrutiny of pupils' work, displays in classrooms and around the school, teachers' plans and photographic evidence.
100. Attainment is in line with National expectations in both key stages. A suitable range of learning opportunities is given to the pupils that are identified in the subject plan and scheme of work. Some very good work in textiles was seen in Key Stage 2 on the theme of the Tudor rose as well as some excellent blockwork linking to some history tasks on Katherine of Aragon. Both of these examples showed good development of pupils' skills in designing and making through measuring, marking out, combining materials and assembling an artefact. Evaluation is under-developed.

101. In Key Stage 1 pupils use scissors, glue and a variety of materials to make models showing three different types of joint that allow movement. These were shown by model crocodile jaws, Punch and Judy models and eye movement on a model. These models were all then carefully decorated.
102. Pupils work with a reasonable range of materials, such as food, textiles and resistant materials. Resources are well organised and accessible. Pupils enjoy their work in the subject and increasingly take responsibility for aspects of design.
103. Progress is limited through the school by the discontinuity of experience of design and technology of the pupils, given the time currently available within the National Curriculum, and by the lack of information technology resources. There is now a policy and scheme of work. The teachers are careful to note equality of access to the curriculum and take steps to avoid gender stereotyping when undertaking different activities. There has been no opportunity for the co-ordinator to monitor directly the implementation of schemes of work.

GEOGRAPHY

104. There were limited opportunities to see geography being taught during the inspection. One lesson at each key stage was observed. The work in pupils' books was also of limited range and quantity. However the school did rearrange its usual timetable for geography during the inspection to enable some first-hand evidence. It was not possible to make an overall judgement on standards at the end of each key stage.
105. At the time of the last inspection curriculum planning for geography was inadequate to ensure coverage of the National Curriculum. The school now has a recently produced long-term map for the planning of geography and is using a nationally produced scheme of work for medium-term planning. The curriculum is planned appropriately over a two-year cycle of themes in Key Stage 1 and through units of study in Key Stage 2.
106. In Key Stage 1 pupils learn to observe, question and record features of their local area. Through a theme of 'making our area safe' pupils learnt about the use of car parks and road markings which identified where cars could park safely. Pupils discussed the reasons for car parks and the need to park safely. They were enthusiastic and made good contributions at a high level of explanation. The progress in pupils' learning was limited by a slow pace to the lesson, however. This was due to the teacher talking too much and to poor behaviour on the walk outside the school. Some opportunities to extend pupils' thinking skills were lost.
107. In Key Stage 2 pupils learn to examine places using comparisons to their local environment and identifying features which influence the location. During the inspection pupils were discussing land use and the effect of tourism on a locality. This work had been planned from the work done on a recent residential visit to St. Mark's College, Audley End. Pupils were enthusiastic and enjoyed the lesson. They demonstrated good understanding and gave a wide range of explanations. They were able to use appropriate geographical vocabulary. Pupils do not sufficiently transfer their literacy skills into geography work. The pupils' presentation of their work was impaired by not having specific guidance from the teacher and a wider range of prepared resources. There is insufficient use of information technology in geography.
108. The newly-appointed headteacher is the co-ordinator of geography. He has recently audited geography resources and has planned funding for geography in the budget for next year. Some additional resources have been bought from the proceeds of a cake sale. The co-ordinator is enthusiastic about the subject and intends to meet the need for implementing the long-term plan by modelling lessons and through staff development on teachers' subject knowledge. There has been no formal monitoring or evaluation in geography. The co-ordinator is beginning to develop a Record of Learning Outcomes to assist teachers with the monitoring of pupils achievement.

HISTORY

109. At the time of the last inspection pupils' progress in history at Key Stage 1 was satisfactory and at Key Stage 2 it was unsatisfactory. From the evidence available during this inspection the provision for history has improved and is just satisfactory in both key stages, although there are still areas of weakness. Standards of work seen were just satisfactory but the work available in pupils' books was limited and often consisted of worksheets.
110. The school now has a long-term map of the history curriculum through themes over a two year cycle at Key Stage 1 and through nine units of study at Key Stage 2. The two classes in Key Stage 1 plan history together and arrange joint visits to enhance learning in history. The school has recently adopted a national scheme of work for history and is at the early stages of implementation and improving resources to meet the needs of the scheme of work.
111. In Key Stage 1 pupils learn about the past, for example, through comparing seaside holidays. They can identify and articulate features of holidays in the past, giving some good explanations for the differences. Pupils use their own personal experiences to the areas being discussed. They are enthusiastic about their learning in history and demonstrate a very questioning attitude. The current use of resources and teaching styles limits pupils' progress.
112. In Key Stage 2 pupils make good use of the school visits to places like Kentwell Hall. Visitors to the school contribute well to pupils' learning of historical events such as the World Wars. Displays around the school and in classrooms show a suitable range of work resulting from pupils' learning. These displays are of a good quality which is not always reproduced in the work presented in their books. Pupils have a good general knowledge of history which teachers use to develop pupils' ability to question and make inferences. During a lesson on Sea Voyages in Elizabethan times, pupils were able to sustain interest through a long discussion session. Pupils' contributions were lively and imaginative. In this lesson the time available for pupils to complete the written task was very short and this contributed to a lack of quality in presentation. The teachers' good subject knowledge and enthusiasm for the subject enriches pupils' learning in several lessons.
113. The subject co-ordinator is new to this subject and is very enthusiastic. She has built on the previous co-ordinator's audit of resources and is beginning to acquire a variety of artefacts and other resources. The school now has some computer software for history. The new co-ordinator has identified the need to develop a Record of Learning Outcomes for history against which she can support teachers in their assessment of pupils' achievement. She also intends to review the current history policy.

INFORMATION TECHNOLOGY

114. At the time of the last inspection attainment in information technology was barely satisfactory in Key Stage 1 and was unsatisfactory in Key Stage 2. Progress was unsatisfactory overall.
115. Both progress and attainment remain unsatisfactory across the school as a whole, largely because of the poor hardware and software resources available for teachers and pupils to use. The National grid for learning (NGFL) has yet to make any impact on standards of teaching and learning in the school although the arrival of NGFL funded hardware is imminent and staff training is being planned. There has been a history of under investment in information technology in the school which has left a legacy of poor resources and a lack of planning for Information and Communication Technology to support the teaching of other subjects. Only one computer used for teaching has a CD ROM drive.
116. No specific lessons in information technology were seen during the inspection, although a few pupils were working at tasks. Standards of the work seen are generally low. Reception pupils can handle a mouse to enter commands and use the keyboard for simple word processing. By the end of Key Stage 1 pupils can word process simple texts, retrieving, processing and printing information. They have limited skills in using a database or in producing simple tables and graphs for example to show their science results. No evidence was seen of pupils being able to use computers to control other devices or their use of Information and Communication

Technology based models. Pupils are able to use drawing programs to produce simple geometric shapes, although there was no evidence of them being able to incorporate these, or other graphical material, into their text for illustrative purposes. The pupils spend too little time using information technology and records of pupils' attainment are inadequate.

117. By the end of Key Stage 2 some pupils are attaining at quite a high standard through using computers at home, which presents an equality of opportunity issue. Pupils are able to use word processing effectively to communicate their ideas in different forms, for example, in newspaper format. Again there is little evidence from displays of work or pupils' work folders of the incorporation of pictures or graphic work into text. Pupils do not appear to use spreadsheets to present data or to analyse the results of investigational work. Many pupils cannot yet access the internet as none of the classrooms or other areas where pupils work are on line. There is little evidence of the use of computers in control or for changing variables in modelling simulations. Some pupils in Years 5 and 6 have used data logging to record changes in environmental factors.
118. There is a curriculum map and a policy was recently produced which largely reflects future aspirations rather than present practice. At present there is non-compliance with considerable areas of the National Curriculum. The curriculum map has yet to be cross-referenced to the national scheme of work which the school is adopting. Teachers' planning rarely includes work in Information and Communication Technology, either as a discrete subject or to enhance the learning in other subjects. The headteacher has taught some aspects to pupils in the Year 5/6 class but not within a planned programme of entitlement.
119. The Information and Communication Technology co-ordinator has recently taken over the subject. He has a good knowledge of the subject but there is much work to be done to bring resources and the standards of teaching and learning up to an acceptable level.

MUSIC

120. Only a few music lessons were observed in either key stage, so it is not appropriate to make a judgement on standards, although from the limited evidence standards have been broadly maintained since the previous inspection. Pupils are gaining satisfactory skills in performing and composing, and in appraising at both key stages. The school was reported as having above average standards at Key Stage 1 and average standards at Key Stage 2 at the last inspection. The indications are that pupils now make satisfactory progress through both key stages. In Key Stage 1, pupils experience mainly singing and a little instrumental work, composing and listening. Pupils sing with good style, for example, during assembly. They have the early skills to record their compositions using notation to bring in different instruments. They follow the music and play percussion instruments with sufficient skill to produce a good effect. They are learning to appraise their own music and, after listening to a piece of chamber music, adapted their compositions to play for two instruments and played with good style.
121. By Key Stage 2, pupils appreciate more of the interpretation of music, and the emotion it may portray. During a singing lesson following a pre-recorded programme, most pupils kept in tune and to the rhythm. They are beginning to understand how music is recorded, and know some of the notation such as a two-beat note or repeat marks. They are beginning to understand musical elements such as pitch, dynamics and duration, and apply these to the songs. Pupils have a satisfactory singing voice in lessons, but during assemblies the singing of pupils in Key Stage 2 is desultory. General musical knowledge, for example, of instruments, artists and styles, and well-known pieces by famous composers appears to be undeveloped, although a few pupils recognised Tchaikovski being played for assembly. Learning is satisfactory in both key stages, although the music curriculum is not strong. A few pupils read music in Key Stage 2, following the score of a music programme, for example. The work builds on pupils skills, but

does not extend their learning consistently by drawing attention to how the music is set out. At both key stages, pupils with special needs make appropriate progress.

122. Pupils' attitudes are good in both key stages, and behaviour is also good. The pupils participate well in the activities. Pupils usually co-operate sensibly when playing instruments and are beginning to listen carefully to them, noted particularly in Key Stage 1 when deciding on the best combination of sounds. They show initiative and willingly enjoy taking responsibility, for example, when composing and playing in groups. Pupils enjoy music making, especially using instruments.
123. In the lessons seen, the quality of teaching was good at Key Stage 1 and satisfactory at Key Stage 2. The teachers manage pupils well, and pupils are arranged suitably for lessons to help them take an active part. The subject planning allows for opportunities for all elements of the programme of study, although less attention was noted of pupils listening to the work of composers. A good example of listening to good purpose was provided in one Key Stage 2 assembly. Music is played before and after assemblies but pupils are not usually encouraged to listen and appraise it. Assessment of pupils' musical abilities is through observation in class, but there is no formal recording system and learning goals are not set. There is a satisfactory range of resources for the subject, including a few percussion instruments from differing cultures. An extra-curricular recorder group makes a useful contribution to pupils' musical development. No pupils currently receive instrumental tuition. The co-ordinator provides satisfactory support for music, but the subject is not a current focus for development.

PHYSICAL EDUCATION

124. Little direct teaching of Physical Education was seen during the inspection. The time allocation for Physical Education of 75 minutes per week is barely adequate but in line with schools nationally. Curriculum time is usefully supplemented by extra curricular activities in netball, football supported by Chelmsford City F.C, cricket supported by Essex County Cricket club and hockey, which are all reasonably well attended by pupils. The swimming programme is good and nearly all pupils leaving the school are able to swim to a satisfactory standard. The orienteering programme for older pupils in Key Stage 2 is a useful introduction to outdoor activities.
125. The school has a Physical Education policy in which due regard is given to health and safety. A national scheme of work has recently been adopted. The curriculum map for Physical Education shows a good balance between indoor and outdoor activities and between games, gymnastics, dance, athletics and swimming. Teachers' weekly plans need to take more account of specific skills development and to be differentiated to meet the needs of all pupils. Assessment of progress through skills-development is not in evidence except in swimming.
126. Resources for Physical Education are good in the school, having been supplemented by the Friends of Roxwell School. The school hall has good storage facilities for Physical Education equipment and is marked out for badminton and basket ball. It is equipped with a good range of gymnastics equipment not used during the inspection.
127. There has been little or no opportunity for monitoring, advisory support or staff development in the subject recently. This needs to be addressed given the health and safety requirements of the subject.

RELIGIOUS EDUCATION

128. From a scrutiny of pupils' past work, wall displays and lesson observations, pupils reach standards at the end of Key Stage 2 which are in line with the expectations of the locally agreed syllabus. The inspection indicates that standards have fallen since the previous inspection, when they were judged to exceed the expectations of the locally agreed syllabus. No lessons in religious education at Key Stage 1 took place during the days of the inspection, and recorded work was insufficient to judge standards.

129. In Key Stage 2, pupils demonstrate secure knowledge and understanding of the work of the agreed syllabus. They are developing an understanding of religious themes through making links with their own experiences. For example, they have the skills to reflect on their own lives about events that have influenced or changed how they live. They listen well to others, showing a good understanding of their experiences and the significance of them. They were particularly sensitive to suggestions of what might be a good epitaph for what they would be remembered for. The pupils know each other well and say kind, thoughtful and cheerful things, showing good respect for each other. Previous work indicates satisfactory understanding and coverage of the subject. Pupils have written accounts of creation and destruction with suitable illustrations, and have studied other major world religions, such as the life of Hindus.
130. Pupils take their work in religious education seriously. They are involved with their tasks and show a good developing understanding from earlier work. They work hard, concentrate and enjoy the discussions and consideration of the deeper meaning of their lessons. The lesson observed showed positive relationships between the pupils and their teacher. Teachers have secure subject knowledge and good understanding of how to structure lessons and tasks to ensure pupils consider significant issues and subject matter. They hold high expectations that pupils will develop more consideration for each other and for people's beliefs. Teacher's planning is clear and directly linked to the scheme of work. Overall teachers are providing good learning opportunities for pupils in Religious Education. The teacher led a very thoughtful discussion on exploring life as a journey. Skilled questioning and personal contributions encouraged the pupils to express their own memories and feelings. She demonstrated a good background subject knowledge, and used a good, interactive teaching style to bring out the messages of the lesson. The involvement of pupils helped them to understand how events influence lives, and that many feelings are common. The teacher listened carefully to the pupils and responded well to them, valuing their answers. Assessment was on-going in the lesson, and there is little evidence of recorded notes. The good quality of teaching at Key Stage 2 results in the good development of learning. Pupils are developing the skills of insight and reflection about their own and other's lives, and use this to consider wider aspects of religious education. Older pupils' independence and understanding are encouraged.
131. The co-ordinator provides suitable support. A scheme of work provides a good structure that the school follows, and lessons are planned to the targets of the locally agreed syllabus. Teachers' planning is monitored by the headteacher for coverage and progression. There is no formal assessment procedure for religious education at present. The range and quality of resources for religious education is satisfactory, although there are few artefacts.