

# INSPECTION REPORT

## **OLD HEATH COMMUNITY PRIMARY SCHOOL**

Colchester

LEA area: Essex County Council

Unique reference number: 114710

Headteacher: Sharon Sciachettano

Reporting inspector: Paul Missin  
19227

Dates of inspection: 9 - 12 December 2002

Inspection number: 247478

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Old Heath Road Colchester
Postcode:	CO2 8DD
Telephone number:	01206 794334
Fax number:	01206 790563
Appropriate authority:	The governing body, Old Heath Community Primary School
Name of chair of governors:	Trudy Halls
Date of previous inspection:	September 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19227	Paul Missin	Registered inspector	Mathematics Design and technology Geography Special educational needs English as an additional language	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14347	Joan Lindsay	Lay inspector		How high are standards? 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?
32168	Ann Keen	Team inspector	Science Art and design Music Religious education Children in the Foundation Stage	
1085	John Laver	Team inspector	English Information and communication technology History Physical education Educational inclusion, including race equality	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Cambridge Education Associates Ltd  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

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

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

# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Old Heath Community Primary School educates boys and girls aged from four to 11 years. There are currently 161 pupils on roll full-time, 81 boys and 80 girls. This is smaller than most other schools of the same type. At the time of the inspection four boys and three girls attended the Foundation Stage part-time. Three pupils are from ethnic minority backgrounds and they use English as an additional language. None of these pupils are at an early stage of language acquisition. All other pupils are from a white ethnic background. Thirty-nine pupils are on the school's special educational needs register (24 per cent). This is above average. Three pupils have statements of special educational need, (1.8 per cent). This is broadly average. The school has one traveller family on roll but the children were not in school during the period of the inspection. In the last school year, 17 pupils joined the school other than at the usual time of admission and 25 left other than at the usual time of transfer. This is high. Forty-four pupils are known to be eligible for free school meals (27 per cent). This is above average. When they enter the school most children are achieving standards that are well below those expected for their age. Most do not have any experience of pre-school education. There has been a significant drop in numbers at the school from 234 in 1997 to 165 in 2002. Nine teachers have left in the last two years but staffing has been stable in the last year. The present headteacher and deputy headteacher were appointed in April 2001.

### **HOW GOOD THE SCHOOL IS**

Old Heath Community School is now a good and effective school where the standards pupils achieve and their welfare are important priorities. The headteacher provides very good leadership and she is well supported by senior teachers and the governing body. The generally good teaching and the positive attitudes and behaviour of the pupils enable most pupils to make good progress as they move through the school. Most children enter the school with no pre-school experience and are attaining standards that are often well below those expected for their age especially in their language development. By the time they leave the school most are achieving standards in English, mathematics and science that are in line with those expected in all schools. Considering the standards achieved and the income of the school, the school provides good value for money.

#### **What the school does well**

- The leadership of the headteacher is very good and good support is provided by senior staff and the governing body.
- The strong teaching across the school enables most pupils to make good progress.
- The good attitudes of the pupils, their very good behaviour and the very good relationships they develop help to create an effective and challenging learning environment.
- The school's curriculum is enhanced well by a very good range of extra-curricular activities, by a good variety of visits and visitors and by important links with the local community.
- There are effective systems for assessing pupils' attainment in English and mathematics.
- The comprehensive and clear school development plan is at heart of the school's work.

#### **What could be improved**

- The length of the taught curriculum in Years 3 to 6 which does not meet with the nationally recommended minimum time.
- The school should continue to work to consolidate and further improve standards achieved in English, mathematics and science across the school but especially by the end of Year 2.
- The standards achieved in geography and design and technology which are too low.
- Assessment procedures in subjects other than English, mathematics and science.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

In the relatively short time since it was last inspected in September 2000, the school has made good overall improvement. Good progress has been made in addressing all the key issues which were identified. The standards achieved in English, mathematics, science and information and communication technology (ICT) have been improved, especially by the end of Year 6. The roles and responsibilities of the senior management team and other key staff have been revised and these now impact significantly on the school's work. The assessment procedures developed in English and mathematics are very good. The school is aware that some further development is required in each of these areas. Since the last inspection improvement has also been made in the overall standard of

teaching across the school. This has been achieved despite significant changes in staffing. Taking into consideration the very good leadership of the headteacher, the good support provided by senior staff and the governing body and the committed and cohesive whole staff team, the school has very good capacity for these improvements to be continued.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E*	D	C	B
mathematics	E*	D	E	D
science	E*	D	D	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E
Very low	E*

The table shows that standards in Year 6 in 2002, as compared with all schools were average in English, below average in science and well below average in mathematics. When compared with similar schools, standards were above average in English, average in science but below average in mathematics. Trends in the results of national tests show that since 1999 there have been significant fluctuations between different years. There was an all round dip in 2000 with a corresponding rise in 2001. Despite very high mobility, the school almost met its targets for the number of pupils expected to reach Level 4 in the English and mathematics tests in 2002, and it is on line to meet its targets for 2003. The findings of this inspection are that pupils achieve average standards in English, mathematics and science and in all other subjects except in geography and design and technology where standards are below average. Across the school, there was insufficient evidence for a judgement to be made in music and physical education.

In Year 2, pupils achieve standards in English, mathematics and science that are below average. Standards are also below average in geography and design and technology but average in other subjects. Pupils with special educational needs achieve good standards according to their previous ability and they make good progress towards their own learning targets. Pupils with English as an additional language are now able to gain full access to the National Curriculum.

Across the school, pupils achieve well and make good progress. Most children are achieving well below average standards when they enter the school and they make good overall progress to achieve average standards by the time they leave. Most children make good progress in the Foundation Stage, satisfactory progress by Year 2 and good progress by Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are interested, enthusiastic and keen to do well.
Behaviour, in and out of classrooms	Very good. Pupils listen attentively to their teachers and respond respectfully to all the adults in the school community.
Personal development and relationships	Very good. Pupils work and play well together. All staff are very good role models. Pupils have good opportunities to develop social responsibility.
Attendance	Satisfactory. The attendance rate is in line with the national average. The school figures are reduced by the extended absences of a small number of travellers' children and by parents taking holidays during term time. Punctuality is good and there is a prompt start to the school day.



The positive attitudes shown, the very good behaviour and relationships throughout the school positively encourage pupils' learning and enhance the quality of the school community.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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.*

Overall, the quality of teaching and learning is good. During the inspection, all of the teaching observed was at least satisfactory, in nearly a half, teaching and learning were good and in a quarter, they were very good. A small proportion was excellent. The teaching of English, including literacy, and of mathematics, including numeracy, is good. This is the main reason why pupils make good progress in these subjects as they move through the school. An important strength in teaching is the way in which all teachers now make opportunity to develop pupils' speaking and listening skills through, for example, short, paired discussion times. Teachers plan well. They identify the learning intended in each lesson and share this with the pupils. They explain new work clearly and have high expectations. This ensures that pupils know clearly what to do and what is expected of them. This improves their motivation and their commitment to learning. Minor shortcomings in teaching are where too much inappropriate calling out by pupils limits the quality of others' learning. In Years 3 to 6, teaching and learning are good in all subjects except in religious education and art where they are satisfactory. In Years 1 and 2, teaching and learning are satisfactory in most subjects except in information and communication technology where they are good. Across the school, teaching and learning are unsatisfactory in geography and design and technology. This is because there is a lack of effective curriculum time allocated to these subjects and topics are not taught to a sufficient depth for average standards to be met. There was insufficient evidence for an overall judgement to be made about the quality of teaching in music and physical education at both key stages. The quality of teaching and learning in the Foundation Stage is good. An important strength is the way in which every opportunity is found to introduce and reinforce children's experience of language. The teaching of pupils with special educational needs and English as an additional language is also good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets National Curriculum requirements. However, the taught curriculum in Years 3 to 6 does not meet the nationally recommended time allocation. It is enhanced well by the addition of French and German and by a very good range of extra-curricular opportunities.
Provision for pupils with special educational needs	Good. Pupils have clear individual learning plans which are well matched to their needs. A strength is the way that the effective co-operation between teachers and their assistants encourages pupils well in their work.
Provision for pupils with English as an additional language	Good. Pupils are supported well and they now have sufficient command of English to have equal access to the National Curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Strengths are the way in which pupils' moral and social awareness are developed well through the clear promotion of high expectations and understanding of right and wrong, and through opportunity to take responsibility in the school community. Pupils are made aware well of different cultural influences.
How well the school cares for its pupils	Good overall. The school looks after the welfare and well being of its pupils. Child protection and health and safety issues are dealt with thoroughly. Assessment procedures in English and mathematics are very good, but less well developed in other subject areas.

There are important strengths in the care procedures adopted by the school and in the way in which pupils' spiritual, moral, social and cultural development is promoted. These ensure that pupils feel safe and secure and that they are well looked after. This impacts well on the quality of the school as an effective learning community. The school works hard to improve links with parents. They support the school satisfactorily.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership of the school is very good, and she is well supported by other senior teachers. All staff are well informed about and involved in decisions about the school. Performance Management procedures have been adopted well. This has helped to secure a hard working and unified staff team who are all committed to the school's continued improvement.
How well the governors fulfil their responsibilities	Good. Issues are fully discussed through the full and committee meetings. Governors visit the school regularly to oversee and monitor its work. Individual governors use their time and expertise well in their work. Governors have a clear view of the school's strengths and areas where improvement is required.
The school's evaluation of its performance	Good. The very good school development plan ensures that improvement issues, particularly the need to raise standards, are clearly at the heart of its work. Good analysis of test data and other assessment information, and the careful target setting and tracking systems are providing good information to judge the effectiveness of the school's work.
The strategic use of resources	Learning resources are satisfactory overall. They are good in physical education and information and communication technology but with weaknesses in geography. The school uses its strategic resources, including the specific grants provided for staff training and funds for special educational needs well. Financial planning is secure. The costings on the school improvement plan are carefully related to raising the standards pupils achieve. The school ensures value for money when purchases or improvements are made.

The effective leadership and the thorough way in which the development of the school is planned and monitored have secured good overall improvement. Resources are well targeted and used effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents think that pupils with special educational needs are well looked after.</li> <li>• The 'Talking Partners' programme is very beneficial.</li> <li>• Behaviour in lessons and around the school is good.</li> <li>• The regular Thursday consultation times are good.</li> <li>• Pupils are very welcoming to visitors.</li> <li>• There is good opportunity for extra-curricular clubs.</li> <li>• The school has improved significantly in the last two years.</li> <li>• The computer club for parents is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework was thought to be inconsistent.</li> <li>• There was a lack of emphasis on physical education.</li> </ul>

The inspection findings confirm all the parents' positive views of the school but not their concerns. Homework supports work done at school satisfactorily and the school meets National Curriculum requirements for physical education.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The high mobility of pupils at this school has had an important effect on the standards achieved and impacts on the school's target setting and record keeping processes. In the last school year 17 pupils joined the school other than at the usual time of first admission and 25 left other than at the usual time of transfer. The school's analysis of data from the previous year shows that of the previous Year 6 group, seven pupils had joined the school since Year 2 (27 per cent), and nine had left since the Reception year (25 per cent). Several of the pupils who have joined the school since the beginning of the current term have higher than average levels of special educational needs.
2. By the time they leave the Foundation Stage, most children are on line to achieve the early learning goals in all areas of learning. This represents good progress because most of them were achieving standards that were below those expected for their age when they entered the school. Most children do not have any experience of pre-school education before they come to school, and the results of the assessment on entry to the school programme in recent years have shown that their language skills and aspects of their social development are poorly developed. The good progress they make is achieved by the well-matched curriculum and by the strong teaching and effective support provided in the classroom.
3. In the national tests for seven-year-olds in 2002 compared with all schools, standards in reading and mathematics were below average but in writing they were well above average. Compared with similar schools, standards were average in mathematics, above average in reading and well above average in writing. The assessments made by teachers in science were well below average. An analysis of trends since 1999 shows that standards have been rising from a low level, at a rate that significantly exceeds that nationally. The rate of improvement has been accelerated from 2000 – 2002. There were no significant differences in the attainment of girls and boys.
4. The findings of this inspection are that pupils in Year 2 are attaining standards that are below average in all elements of English, mathematics, science, geography and design and technology. Standards are average in all other subjects except in music and physical education where there was insufficient evidence for an overall judgement to be made. Standards in reading and mathematics are similar to those in the 2002 tests but there has been a drop in the standards achieved in writing. This is because this different group of pupils has significantly lower language ability than the previous group. There were no clear judgements about standards at this key stage at the last inspection, but the report noted that standards were improving across the school, especially at Key Stage 1. This rate of improvement has been broadly maintained. However the current Year 2 group was achieving well below average standards on entry to the school and this is still being reflected in the lower standards currently being achieved.
5. In the national tests for eleven-year-olds in 2002 compared with all schools, standards were average in English, below average in science and well below average in mathematics. Compared with similar schools, standards were above average in English, average in science and below average in mathematics. The overall trend since 1998 shows some yearly variations and broadly rising standards, but with a significant all round dip in 2000. There was also a slight dip in standards in mathematics and science into 2002. In the 2002 national tests boys outperformed girls in mathematics and science, but these gender differences were not evident during the inspection. The school almost met its targets for the percentage of pupils achieving Level 4 and above in English and mathematics in 2002 and is on line to meet its targets for 2003.
6. The findings of this inspection are that the current Year 6 pupils are achieving average standards in all subjects except in geography and design and technology where standards are below average, and in music and physical education where there was insufficient evidence for an overall judgement to be made. These judgements represent significant improvement since the last inspection, when standards in English, mathematics and science were found to be

below average. There were insufficient clear judgements about standards in other subjects for a comparison to be made.

7. Pupils with special educational needs attain good standards considering their ability and previous learning and make good progress towards their own individual learning targets. No clear judgements were made on this group of pupils at the last inspection. The progress that pupils make currently is promoted well by their useful and well organised individual learning plans. These show clear, small steps for them to achieve, mostly in their literacy and numeracy work but also in the development of particular social skills.
8. The three pupils with English as an additional language all now have a sufficient understanding and use of English to enable them to have full access to the National Curriculum. They are supported well in class and teachers and their assistant ensures that they are given specific help if it is required.
9. Across the school, pupils achieve well and most make good overall progress as they move through the school. When they enter the school most children are achieving standards that are well below those expected for their age. Most have had little pre-school experience before coming to school. The results of the assessment on entry to the school programme show that standards in all elements of literacy are particularly low and basic social skills are often poorly developed. Most of the current Reception year group were achieving below average standards when they entered the school and they make good progress and are in line to meet all the early learning goals by the end of the year. Currently, pupils make satisfactory progress by the end of Year 2 and good progress by the end of Year 6 to achieve broadly average standards when they leave the school. These important gains in the value which the school is adding to pupils are achieved by the broad and balanced curriculum and the strong and effective teaching, particularly in the Foundation Stage and in Years 3 to 6.

### **Pupils' attitudes, values and personal development**

10. Boys and girls of all ages have positive attitudes to school life. This judgement is supported by parents as almost all of those who returned the pre-inspection questionnaire stated that their child liked coming to school. It is evident in the good levels of enthusiasm for lessons that were seen across the school. For example in a Year 1 science lesson, the pupils were very interested to find out about what happened to chocolate when it is heated. They suggested several ways this could be done and were eager to record their findings. Older pupils were enthusiastically involved in discussing the games they play to get exercise during a personal, social and health education lesson, explaining the rules and describing how it would help their hearts and lungs. Pupils maintain their interest and involvement in activities well especially when teaching is good and tasks are suitably challenging. For example, pupils in the science lesson remained very focused on their work when they were drawing what they had seen and how the chocolate altered. They were able to work well independently and concentrated very well throughout the lesson. Pupils are also actively involved in other aspects of school life such as the very wide variety of clubs that are on offer and through volunteering to help in the library and at lunchtimes, for example.
11. Behaviour has improved since the last inspection and is now considered to be very good. Once again the great majority of parents believe this to be the case. There are only a very few cases where pupils' inappropriate behaviour limits the effectiveness of lessons. Pupils' positive behaviour is promoted well by reference to a clear behaviour policy that is applied consistently by all adults. Overall, pupils are well managed by staff. Behaviour in the dining hall at lunchtime and outside at break times is also very good. The school's Code of Conduct for the playground is clearly displayed outside and pupils are well supervised. As a result the school has been successful in reducing oppressive behaviour such as bullying to a minimum and pupils spoken to during the inspection are confident that any problems that do arise will be swiftly and fairly dealt with. Pupils also behave very well around the school and during assemblies, as they are aware of the high expectations staff have of them in relation to behaviour. As a result of the support put in for pupils who have challenging behaviour the school has had no exclusions, either temporary or permanent during the last three years.
12. Pupils relate very well to each other and to the adults in the school and overall relationships are now very good. The good rapport seen between staff and pupils has a positive impact on learning and pupils also readily help each other and co-operate very well. For example, in a

Year 3 personal, social and health education lesson, small groups worked very productively to think up new games. Some pupils were very kind to a friend who finds it more difficult to write than they do and they ensured that he was included in the lesson. Outside in the playground, pupils were very polite to each other, for example apologising profusely when a runaway ball interrupted a skipping session! Pupils are encouraged to understand the impact of their actions on others and to think of those worse off than themselves. This was the case in a Year 1 circle time session where the story focused on giving and being kind to others. Pupils have good levels of respect for each other's feelings, values and beliefs through the study of different religions in religious education lessons, through the assembly themes and through specific event such as the multicultural week. As a result, pupils mix very well together regardless of background, race or special educational need and these very positive relationships greatly enhance the atmosphere in the school.

13. The extent to which pupils show initiative and take on responsibility is good overall. Elected representatives sit on the class and school councils where the focus is to improve the school so that everyone benefits. Pupils are very willing to take on various jobs throughout the school, for example, being monitors at lunchtime by wiping tables and helping those in need, and at break time to ensure visits to the toilet are orderly! Pupils volunteer to be playground buddies, a scheme that was thought of by pupils themselves and older pupils also help in the library and carry out a variety of tasks in the classroom to assist the teacher such as checking who has handed in homework. Pupils do show initiative in class, for example, by questioning why something is happening such as, warm chocolate bubbling. However there is still scope for older pupils in particular to have more opportunities for independent learning and research.
14. Children in the Foundation Stage are well behaved, and often their behaviour is very good. They enjoy school and work enthusiastically. They form good relationships with other children and the adults working in the Reception class. Pupils with special educational needs and those with English as an additional language show good attitudes to their work. By sensitive support and inclusive classroom management, they are consistently encouraged to take a full part in all class activities and this impacts positively on their self-esteem.
15. Pupils with special educational needs show good attitudes to their work. By sensitive support and inclusive classroom management, they are consistently encouraged to take a full part in all class activities and this impacts positively on their self-esteem. Pupils are enthusiastic and keen to do their best.
16. Pupils' spiritual development is satisfactory. Opportunity for reflection and gaining spiritual insights is promoted in assemblies and through the personal, social and health education programme. The clear and effective promotion of positive social and moral values helps to encourage a school community where individual needs are addressed well and all share responsibility for each other. Pupils' awareness of other cultures helps them to appreciate several important features of their own culture.
17. Attendance is satisfactory in the school and is in line with national figures although the school's unauthorised absence figure is better than that seen nationally. Some of the authorised absences are due to holidays being taken during term time and to the long-term absences of a small number of pupils from traveller families. Punctuality to school is good and as there are few latecomers, there is a brisk start to the school day. Registers are marked appropriately and returned promptly to the school office.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

18. Overall, the quality of teaching and learning is good. In this inspection, all the teaching observed was at least satisfactory, and in over four out of ten lessons it was good and in a quarter it was very good. A small proportion was excellent. This represents good improvement since the last inspection as the proportion of good and very good teaching has been increased. This has been achieved despite recent significant changes of staff.
19. Several of the strengths in teaching identified at the last inspection have been maintained well. Teachers' planning is thorough and detailed, the learning intended in the lesson is clearly identified and shared with pupils, and activities are well matched to the different levels of pupils' ability in the class. The positive way that pupils are managed continues to be a strength.

Teachers explain new work clearly and most have high expectations of pupils' concentration and behaviour. As a result pupils know what to do and are aware of teachers' expectations. Teachers provide a good range of resources which interest and challenge pupils. For example, in a Year 4 religious education lesson the teacher provided an interesting and challenging set of nativity pictures from different times and cultures to encourage further appreciation of the Christmas story. These several strengths impact positively on the quality of pupils' learning. This is also good across the school. Pupils feel valued in the positive way that they are treated. They are keen to do their best and show good levels of interest in and commitment to their learning. A further important strength in teaching is the way that all teachers now positively encourage pupils' speaking and listening skills. This has been a very good response to a key issue at the last inspection and has been achieved through well focused staff awareness - raising and professional development. This strength was illustrated very well in a Year 6 mathematics lessons where pupils were investigating the patterns made by square numbers. Very good opportunity was provided for pupils to share what they had found and to discuss different arithmetic strategies with a partner and with the whole class. This positively encouraged more effective learning. Minor shortcomings in teaching are where too much inappropriate calling out by pupils limits the quality of others' learning.

20. The quality of teaching and learning in the Foundation Stage is good. In the lessons observed at this stage the majority were very good or excellent. A strength in teaching is the way in which every opportunity is found to introduce and reinforce children's experience of language. This was evident in an excellent lesson observed during the inspection. The children were identifying words containing different sounds in a story they were reading. The teacher led a whole class discussion very well and children were given good opportunity to talk together about what they were learning. The teacher then devised group activities which were interesting and challenging for children of all abilities. The result of this effective teaching was that children made good gains in their confidence in speaking and listening and in their knowledge of the sounds of letters within words. The teaching of children with special educational needs is good. They are well supported and provided with suitable individual educational plans so that learning is effective. The programme of activities is based on the early learning goals and planned accordingly.
21. In Years 1 and 2, the quality of teaching and learning is satisfactory. At this key stage, nearly a half of lessons observed were good or better and one in ten was very good. There were no specific judgements about the quality of teaching and learning at this key stage at the last inspection. In this inspection, teaching and learning are good in information and communication technology and satisfactory in all other subjects except in geography and design and technology where they are unsatisfactory. Teaching in these subjects is unsatisfactory because there is a lack of effective curriculum time allocated to these subjects and topics are not taught to a sufficient depth for average standards to be met. At this key stage, teaching is strongest in Year 1 where in nearly eight out of ten lessons teaching and learning are good or better.
22. Several features of good teaching and learning were observed in a Year 1 science lesson where pupils were considering the changes that take place in chocolate as it is heated. Pupils' interest was quickly gained as pieces of chocolate were passed round the class and pupils were invited to decide the easiest and safest way to melt the chocolate. Good links were made with mathematics as pupils identified the names of the solid shapes of the different pieces of chocolate. Pupils were encouraged to undertake some useful preliminary recording of what they had done before observing the melting of chocolate over a candle. They observed closely the changes that took place and recorded these findings as well. The teacher encouraged them well to explain what they saw. In answer to the question, 'Why is the hot chocolate bubbling?' one pupil replied, 'because it's got washing-up liquid in it!' This was an effective lesson overall because the pupils were well managed, the activities set up gained pupils' interest and appropriate attention was given to careful observation and recording of work.
23. In Years 3 to 6, the quality of teaching and learning is good, with several very good features. In the lessons observed during the inspection, in nearly a third, teaching and learning were good, and in nearly a fifth they were very good. There were no specific judgements about the quality of teaching and learning at this key stage at the last inspection. In this inspection, teaching and learning are good in English, mathematics, science, information and communication technology and history. They are satisfactory in religious education and art and design and unsatisfactory in geography and design and technology. Teaching in these subjects is unsatisfactory because there is a lack of effective curriculum time allocated to these subjects and topics are not taught

to a sufficient depth for average standards to be met. There was insufficient evidence for an overall judgement to be made in music and physical education. At this key stage, teaching is strongest in Year 6 where all the teaching is at least good and nearly a third is very good, and in Year 3. There were no significant weaknesses in teaching at this key stage.

24. A lesson to Year 6 pupils who were using the computer suite illustrated several features of good, effective teaching. The focus of the lesson was to review and refine PowerPoint presentations that pupils were making to illustrate aspect of the history topics they were doing on the Second World War. The teacher introduced the lesson effectively and set the context of the new learning securely within what had gone before. Pupils were then encouraged to share with others the work that they had done so far. As presentations were shown pupils were encouraged to comment critically on the clarity and style of each. This was done and accepted with commendable maturity. The teacher showed good subject knowledge as she demonstrated how pupils could edit and amend their work, and to increase the effectiveness of their presentation by adding graphics or sound as appropriate. The confidence of the teacher and her willingness to let pupils experiment and learn independently led to this being an effective lesson.
25. The teaching of pupils with special educational needs is good. Teachers are aware well of the different levels of need of pupils in their classes and appropriate records are maintained. Details of the pupils' current learning plan, the results of school assessments and the records of any external assessments are made available within each class. This enables all staff to have easy access to records and data and improves the quality of the provision. A further strength in provision is the close liaison between class teachers and their support assistants. The latter are well prepared and contribute positively to the good progress that pupils make. Teachers involve pupils well in class discussion and group activities, often asking them to show their work to the class. This improves their commitment to their learning and promotes their self-esteem well. Teaching assistants know their pupils well and build up effective, trusting relationships with the groups they are supporting. In a Year 6 mathematics lesson the teaching assistant very successfully re-interpreted the class teacher's instructions and explanations and encouraged a group of pupils to take a full part in all aspects of the lesson.
26. The teaching of pupils with English as an additional language is also good. Teachers and their assistants ensure that pupils' language needs are met well, and enable the pupils to have a full access to the National Curriculum.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

27. The school curriculum provides broad and balanced learning opportunities for pupils and the range of activities contributes to the enthusiasm which pupils have for the school. Children in the Foundation Stage also have a full range of activities which enable them to make good progress towards meeting the early learning goals. Curriculum provision for pupils between the ages of five and eleven is generally satisfactory. All National Curriculum subjects are taught. Particular priority has been given to teaching literacy and numeracy skills, and this has had the effect of raising standards in English and mathematics. The curriculum provides the added dimension of German in Year 5 and French in Year 6: this is an ambitious and successful attempt to broaden the learning of all pupils, and they enjoy the experience. However, the curriculum time for pupils between the ages of seven and eleven is below the nationally recommended minimum. This, along with the considerable time given to literacy, means that in certain subjects, notably geography, art, music and design and technology, there is insufficient time to teach all the relevant units in depth, sometimes with a negative effect upon standards.
28. Curriculum planning is good. Co-ordinators and teachers provide long and medium-term plans to ensure that the school has a coherent teaching programme, and planning is regularly monitored by the headteacher and co-ordinators. A strong feature of the curriculum is the way in which literacy skills are addressed in various subjects, and there is often an effective linking of subject areas in order to reinforce learning. For example, pupils in Year 3 literacy lessons use sources on Ancient Rome in order to analyse information texts, and this complements their historical study of this period. The school has made the improvement of speaking and listening



skills a particular focus for development, and teachers take many opportunities to promote them. The results are good, with many pupils showing confidence in speaking, for example when reading aloud their work.

29. The school has a good programme for personal, social and health education. The introduction of this has been well managed by the deputy headteacher. It is taught not just by school staff but also by regular visitors such as the school nurse. A particularly effective part of the programme is the use of circle time to encourage pupils to reflect on important issues, as was observed when Year 6 pupils sensibly debated strategies on how to combat racism. The use of information technology in various subject areas, whilst increasing, is inconsistent. It is used effectively in art, science and history. For example, during the inspection Year 6 pupils were observed putting together multimedia presentations on the Second World War topic they were studying in history. However, there is little use of computers to aid learning in some other subject areas like geography and design technology.
30. Provision for extra-curricular activities is very good. There is a wide range of clubs for pupils. These include sports activities such as football, musical activities such as the choir and recorder club and a range of other cultural activities such as dancing. Pupils are enthusiastic about these activities. There is also a very popular after-school computer club. Within school time, pupils' learning, along with their social and moral development, benefits from a range of visits, for example to churches and museums. Older pupils enjoy the residential trip to Flatford. There are good links with the community. For example, visitors come into school to contribute to pupils' learning: during the inspection an ex-pupil recounted her childhood experiences of the Second World War in history lessons, increasing pupils' understanding of everyday life at that time.
31. There are constructive links with other schools. A cluster link with local primary schools allows opportunities for teachers to take part in joint training activities. A link with a local secondary school provides other opportunities: for example the secondary school provides a teacher for German. Good links with higher education institutions enable the school to take trainee teachers.
32. This is an inclusive school which ensures that pupils have full and equal access to all activities. Pupils with special educational needs are treated sensitively and teachers ensure that they are fully involved with all class activities. These pupils are well supported and make as much progress as other pupils in developing their knowledge and skills. Pupils have equal opportunity to achieve well. Pupils' progress in core subject areas such as English and mathematics is carefully tracked, and appropriate targets are then set, so that teaching is usually effective in helping pupils to fulfil their potential. In English and mathematics, those pupils with below average standards benefit from booster classes and a range of specialist teaching strategies to improve their attainment, and these activities are carefully planned for. Pupils with English as an additional language achieve well. In a minority of classes, some higher-achievers do not receive sufficiently challenging work and consequently make less progress than they should. However, all pupils have good access to a range of extra-curricular opportunities, whilst in lessons teachers work hard to involve all pupils in discussion and other activities. The school has sound policies on anti-racism, equal opportunities and English as an additional language. The school insists that all pupils have an entitlement to feel secure in all activities both inside and outside the classroom. The success of the school's inclusive aims is evident in the enthusiasm which pupils have for the school and in the very positive views of parents.
33. The curriculum for children in the Foundation Stage is good. There is an important focus on the development of literacy skills. This is very appropriate considering some of the weaknesses in children's pre-school language experience. However, the full curriculum is well balanced, and children have good opportunity of gaining experience of all the other areas of learning.
34. The curriculum for pupils with special educational needs is well organised. Support is targeted according to individual pupils' need and is given mostly for aspects of literacy and numeracy, but also to improve some pupils' behaviour and social skills. Small steps in pupils' learning are set out in clear individual learning plans. Each plan contains a review of the success of previous plans, a useful overall summary of the pupils' strengths and areas for improvement, and long and short-term objectives.

35. The spiritual, moral, social and cultural development of pupils is good overall and this makes an effective contribution to the positive attitudes and very good behaviour and relationships that pupils display. This is similar to the judgement at the previous inspection except that now provision for pupils' cultural development is also good.
36. The provision for pupils' spiritual development has remained at a satisfactory level. Pupils are encouraged to appreciate music, for example, by listening to specific pieces and particular instruments such as the saxophone on entry to assemblies. Special focus weeks such as the multicultural week give pupils the opportunity to appreciate different art forms as well as to understand and appreciate what others value and believe. The programme for personal, social and health education that includes circle time sessions is used to give pupils the opportunity to reflect as well as to listen to and appreciate the views of others. The school's assembly themes also provide pupils with an understanding of others' beliefs and encourage pupils to think about, for example, the deeper meaning of Christmas. Although pupils do have some opportunities to relate their learning to wider issues, there is still scope for the school to plan for and develop spirituality throughout the whole curriculum by looking for more chances to focus on intangible aspects such as beauty and mystery.
37. The provision for pupils' moral development is good. This has continued a strength identified at the last inspection. Pupils know what is right and what is wrong from an early age. The school's Code of Conduct and the classroom rules are well displayed and used effectively to emphasise everyone's rights. Incentives such as the award of tokens work well and the school also highlights pupils' achievements at the weekly Golden Assembly. Pupils are encouraged to be polite and even the younger pupils know to say, "excuse me" as they go past. Adults model good moral behaviour by treating pupils with respect and dealing with any issues calmly. Pupils are encouraged to think of others. For example, when designing a game, Year 4 pupils had to give thought to how it could be played by a disabled person. Issues such as racism are dealt with sensitively through personal, social and health education. Pupils are aware that some of their peers need support and they are very willing to give it showing a mature understanding of the needs of others. They notice when coats fall off pegs and pick them up showing an awareness of the need for a communal responsibility to keep the school tidy.
38. Pupils also still have good opportunities to become socially aware. The role of playground buddies was suggested by pupils themselves to counteract any problems at break times or if someone felt lonely. The elected members of the school and class councils focus on issues that will improve the environment for everyone such as developing the playground. Opportunities are provided for personal enrichment through the visits arranged to museums and the theatre and from visitors in to school to talk about a variety of topics such as their experiences in the Second World War. Older pupils benefit socially from the annual residential visit that gives them the opportunity to work in groups in a different environment. Pupils have the chance to appreciate the wider needs of society through organising charity fund-raising events such as for Children in Need and the RSPCA. All of these aspects contribute to pupils' social development and have played a large part in the very good relationships and behaviour seen in the school.
39. The provision for pupils' cultural development has improved from the satisfactory levels seen at the last inspection and is now good. Although there is not a wide range of different cultures represented in the school, pupils are given many opportunities to learn about today's multicultural society through, for example, specific focus weeks. During this time visits were made by African dancers and storytellers, a Japanese visitor demonstrated the art of origami and Morris dancers entertained pupils. The school is however very aware of the need to reflect multiculturalism throughout the curriculum and does this by for example celebrating the major religious festivals in assembly and studying Indian villages in geography. Pupils in Years 5 and 6 have the chance to learn German and French respectively and this encourages an interest in European culture. Many visits are undertaken to museums such as the Science Museum and the British Museum and Duxford Air Museum so that pupils can widen their knowledge of British as well as overseas cultures. As a result of all this, pupils appreciate differences in each other and this leads to a good level of respect seen throughout the school.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The procedures for child protection and for ensuring pupils' welfare are good. The headteacher is the nominated person to deal with any child protection concerns and she has had the appropriate multi-agency training. Although no one else on the staff has been formally trained, all staff, including support staff are made aware of the school's child protection policy and how to deal with any concerns. The school's policy is clear and includes a "concerns" sheet to be completed should the need arise. Other aspects of care and welfare are also good. There is an adequate number of staff who have knowledge of first aid and the appropriate records are kept of any accidents or illnesses. Recent improvements to the building have led to the setting up of a small medical room where pupils can go if they are unwell.
41. The school has adopted the local authority guidelines in relation to health and safety and the headteacher has day-to-day responsibility. The local authority undertook a full audit in 2001 and the school carries out an annual risk assessment in addition to the headteacher and caretaker doing regular checks of the site. All the necessary checks of electrical and fire equipment are done by contractors.
42. The procedures for monitoring and improving attendance are satisfactory. A system of telephoning parents on the first day of absence has had a positive impact on the unauthorised absence figures. The school is aware of the impact that the long-term absences of a very small number of pupils has on its attendance figures. The educational welfare officer visits several times each term to check attendance figures but there are no regular checks of registers undertaken by senior management in the intervening periods. However, if teaching staff note any causes for concern they are expected to alert the headteacher who will then contact parents. Steps are also taken if pupils are persistently late to school and this is generally effective as punctuality to school is considered to be good.
43. There are good systems in place to monitor and promote good behaviour. Lunchtime supervisors have a file to record any incidents in and this is monitored by the deputy headteacher who then takes the appropriate action. Any major incidents are reported to the headteacher who will inform parents if it is deemed necessary. The scale of sanctions will finally lead to exclusion but the school has been very successful in avoiding the need for this by putting in appropriate support for pupils whose behaviour causes concern. Good behaviour is promoted through the use of individual rewards such as tokens and those who have behaved particularly well are recognised in the weekly Golden Assembly. The school monitors oppressive behaviour well and has been successful in reducing to a minimum any incidents of bullying and racism. Although rare, any such incidents that do occur are recorded and reported appropriately and dealt with swiftly.
44. Procedures to monitor and support pupils' personal development are good and most parents feel that the school is helping their child to become mature and responsible. The school has recently introduced a system to note how the pupils are progressing in their personal, social and health education lessons but this is not yet fully embedded and used consistently. However, the annual pupil progress report that is sent to parents includes a section on personal development and this can be used to track pupils' progress in this area of their development. Monitoring is effective because all adults in the school know and care for the pupils very well. In most cases, the midday supervisors are also teaching assistants and so they know the pupils well and are aware of any problems they may have. Any concerns are raised appropriately with the teacher or senior staff. Pupils' personal development is enhanced and supported through the recently reviewed programme for personal, social and health education and through focusing on issues such as speaking and listening skills and giving pupils opportunities to take on responsible roles within the school.
45. Overall there is a good range of procedures established for assessing pupils' attainment and progress. Improving assessment was an area that was highlighted in the last inspection report and good improvement had been made since then, especially in English and mathematics. Here assessment procedures are now very good. The school analyses national test results at the ages of seven and eleven in English, mathematics and science and is now able to identify strengths and weaknesses in those subjects. The school has worked very hard at improving these important subject areas and is in a position to use its assessments of pupils' attainment to predict expected results. In English and mathematics pupils' progress is tracked so the school can identify whether children are making the expected progress. Pupils who need extra

support are clearly recognised in Year 6 so that booster groups can be set up to provide specifically targeted support for them. Some improvements still need to be made in assessing science, particularly at the end of Year 2. In Year 6 targets are set in English and mathematics for overall attainment in the national tests.

46. Assessments in information and communication technology are satisfactory, but there are shortcomings in the assessment of some other subjects. Most subjects have some basic form of assessment at the end of projects usually based on criteria from the respective schemes of work. However these are not sufficiently matched to the levels required in the National Curriculum for teachers to show the progress made by all pupils. This means that information showing the next stages in pupils' learning is not consistently and clearly available.
47. Overall, assessment procedures in the Foundation Stage are good. They are particularly strong in communication, language and literacy and in mathematical development. They relate clearly to the early learning goals and are used to plan the next step in the children's learning. They are passed to the children's next teacher to plan for children's progress. Assessments are also kept on the children's personal, social and emotional development, relating to the early learning goals. However, assessments in the other areas of learning are not so well developed. Assessments are made shortly after the children enter school and these enable comparisons to be made with other schools in the county. However, as the system is changing, no assessment results on entry to school are available yet for the present Reception group. Information from the Reception class in English and mathematics has been passed to Year 1, but this has not been extended to the rest of the early learning goals, which means that the transference of information from Reception to Year 1 is not as effective as it could be.
48. The full needs of pupils with special educational needs are met well. All teachers ensure that these pupils are fully integrated into all aspects of classwork and the class teachers or their assistants deal with any issues that arise promptly and sensitively. The progress that pupils make towards meeting their individual targets is regularly assessed, although during the time of the inspection, the regular review of some learning plans had been temporarily delayed. Support from assessments from outside agencies is sought and used when this is appropriate.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. Staff continue to work hard to increase the confidence of parents in the work of the school. As a result, parents now have very positive views of the school and are appreciative of the work done in recent years to improve many aspects of school life. Parents are particularly positive about how much their child likes school and the progress children make there. In addition, most parents believe that behaviour is good, that the school has high expectations and that there is a wide range of extra-curricular activities. The evidence from the inspection would strongly support all of these opinions. Only a small number of parents have some concern about how well they are kept informed about their child's progress and how closely the school works with parents. Inspection findings are that the school has made considerable efforts to work with parents through initiatives such as the parents' support group and weekly information and communication technology classes for parents. The latter group was over-subscribed but not all initiatives are so well supported. Parents are also invited in to school to participate in class assemblies and to various other school events.
50. The school keeps parents well informed about the progress their children are making. Instead of having an opportunity each term to speak formally to teachers, the school has a system of staff being available each Thursday after school for parents to meet with them. This provides greater flexibility and less time pressure in relation to consultations. The written progress report that parents receive each year is satisfactory overall although the amount of information that parents get about the subjects other than English, mathematics and science is limited. There is also some inconsistency in how specific the targets for development are. However, the use of teacher assessment of pupils related to National Curriculum levels is a good tool for parents to track progress.
51. The information that parents receive is satisfactory overall. There are regular monthly newsletters that are friendly and informative and parents are given curriculum information at the start of each academic year. Parents receive an annual written pupil progress report, commented on above and teachers are very accessible should parents wish to discuss any

issues. The prospectus and governors' annual report are both attractively produced documents although there are some statutory items missing.

52. The school has recently done much to try to improve links with parents and to involve them in the life of the school by issuing questionnaires and involving parents in working parties such as when formulating the home-school agreement. However, a minority of parents lacks the time or the interest to be able to be more fully involved in partnership with the school. Links with parents are satisfactory overall and the contribution that parents make to their children's education at home and the impact of their involvement on the work of the school is also satisfactory. Only a small number of parents volunteer to help regularly in school but more are willing to accompany educational visits especially those involving younger pupils. The school has tried to involve more parents by arranging some visits such as to the Science Museum, at a weekend to accommodate parents who have work commitments during the week.
53. Parents do assist with homework tasks such as listening to their child read. They have been involved in the special focus weeks that the school arranges such as for mathematics, science and art and are generally pleased to support such events. The Old Heath School Association arranges fund-raising events, monies from which have been used to enhance the playground. Parents are encouraged to attend at least once during the year to speak to the class teacher about their child's progress and teaching staff follow up those who do not make an appointment. Not all parents have signed the school's home-school agreement however and there is some concern that the school's behaviour strategies are not yet always fully supported by all parents.
54. The partnership with parents in the Foundation Stage is good. When the children first come into school, parents are welcomed into the classroom and can stay to settle their children. They have the opportunity to 'drop in' or make appointments to see staff and they are well informed about their children's progress. The parent and toddler group is also run on the school premises so that children can familiarise themselves with the school.
55. The parents of pupils with special educational needs are involved appropriately with their children's work. They are informed regularly about special educational needs issues and invited appropriately to attend and comment on the formal reviews of provision and progress being made. Parents of pupils with statements of special educational need are involved well in this aspect of the school's work.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. The leadership and management of the headteacher are very good. She has managed to introduce several important initiatives in the relatively short time which she has been in post. The main strength is the way in which the clear and comprehensive school development plan promotes school improvement and is at the heart of its work. The current school plan contains clear reference to the overall aims and vision of the school and has been devised through appropriate consultation with teaching and support staff, parents and governors. It is focused well on the importance of raising standards in the school and has a useful extension to cover the next three years. The plan contains detailed reference to the planned developments in most subject areas, with special reference to English, mathematics and science. The plan also contains a good summary of initiatives and overall targets which is in useful detail for the governors to track and monitor progress being made. The way that planned development issues are discussed in staff meetings and how they provide a focus for teachers' performance management objectives, ensures that development issues are firmly at the heart of the school's work. These are important reasons for the good improvement which the school is making.
57. A further strength in the headteacher's leadership is the way in which she has developed an effective senior management team, a committed and cohesive teaching and support staff and a shared vision for continued improvement. The headteacher is now supported well by the deputy headteacher and other senior teachers. The roles and responsibilities of the senior management team have been clarified. This has been a good response to a key issue from the last inspection. The school's work is supported by some effective subject co-ordinators, although co-ordination of subjects other than English, mathematics and science is sometimes less effective. The headteacher has organised a useful procedure for monitoring teaching and learning and the progress that pupils make. This has been developed very well in English and

satisfactorily in science and mathematics. There is an agreed timetable for monitoring through the year which consists of lesson observation, work sampling and checking planning. The good implementation of performance management procedures for teachers has positively encouraged their professional development and the extension of the process to include support assistants is highly valued by them. The effect of these initiatives has been to secure a good improvement in the standard of teaching and learning across the school, improvement in staff morale and a shared commitment to the continued improvement of the school.

58. Financial planning in the school is secure. The processes of devising the school budget and monitoring its implementation are done well by the headteacher, the finance administrator and the governors' finance committee. The priorities in the school development plan have been appropriately costed and funds spent on staff training and special educational needs have been used well. A weakness has been that the rollover to the next financial year has been well above the recommended level for the past two years. However, in the current year the planned expenditure has been increased and the carry forward is now within the recommended limits.
59. Governors support the work of the school well. Individual governors are committed to the school's continuing improvement and use their own interests and expertise well in their work. Scrutiny of the minutes of recent committee and full governing body meetings shows that a good range of issues are discussed, including a separate item on school development planning. Identification of a committee to be responsible for monitoring improvements in the standards pupils achieve would improve the effectiveness of this aspect of governors' work. Individual governors have assumed responsibility for subjects in the school curriculum and aspects of its work, and most visit the school regularly to meet the respective co-ordinators and to monitor teaching in that area. This is helping to increase governors' knowledge and expertise and to encourage a shared outlook and vision for the school.
60. The work of the children in the Foundation Stage is managed well. The teacher, although relatively new to the profession, has a good understanding of the needs of these young children. There is good, effective liaison between the class teacher and the support assistants. However, the roles and responsibilities of the class teacher as co-ordinator of the Foundation Stage are not sufficiently developed to give this important key stage a higher profile within the school. In January 2003 a pre-school class will be set up in one of the unused classrooms. As there has been a limited amount of co-ordination between the school and any pre-school provision in the area, this is an ideal opportunity to further develop the co-ordinator's role as the relationship between the pre-school class and the Foundation Stage develops. The resources provided for the children to learn in the area of communication, language and literacy are good; a language-rich environment is available to them so that they learn well. There are satisfactory resources in the other five areas of learning to support the curriculum. The provision of support staff is good.
61. Provision for pupils with special educational needs is co-ordinated well. This aspect of the school's work is supported by a useful policy statement which is matched closely to the new requirements. The different roles and responsibilities of class teachers, support assistants, the special educational needs co-ordinator and the nominated governor are clear and understood well. The policy contains a useful statement outlining the school's overall objectives and its work is based on an important statement, 'all special educational needs pupils will be fully integrated into the work of the school'. The policy statement also includes some useful success criteria to help governors evaluate the success of aspects of provision. The school's work is also evaluated well through a yearly evaluation statement which is comprehensive and wide ranging. The co-ordinator ensures that outside agencies are appropriately consulted and informed.
62. There is a good match of teachers to the demands of the curriculum. There is a good range of experience and subject specialisms in the school and the number and quality of teaching assistants throughout the school are good. These promote the good progress pupils make. A strength in provision in this area is the commitment of teaching and support staff to further professional development. Several are undertaking important in-service courses to extend their awareness and skills. The site manager fulfils his various duties well and is an important member of the full staff team.
63. Overall, the school's accommodation is sound. Classrooms are of a reasonable size and the demountable classes have appropriate water and toilet facilities provided. The hall is adequate

for assemblies and physical education activities and there are a number of smaller areas for specialist support and group work. There is a separate medical room, but the library is rather small. Recent building improvements have resulted in changes to the entrance to the school and administrative area, and a new staffroom. There is an adequate outside playground which has several interesting designs and activities to interest the pupils at playtimes. There is also a large grassed area which is used for games and some summer play activities and this is adjacent to, but some distance from, the main school. One of the demountable classrooms is to become the base for the new pre-school class after Christmas.

64. The school has a sound range and quality of resources to teach the National Curriculum. Resources are good in physical education and in information and communication technology and satisfactory in all other areas except in geography. Here there are insufficient resources for teaching the geography of some more distant locations.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

65. In order to continue to improve the quality of education provided by the school the governors, headteacher and staff should:
1. Ensure that the taught curriculum in Years 3 to 6 meets the nationally recommended time allocation. (See paragraph 27)
  2. Continue to improve the standards achieved in English, mathematics and science, especially for pupils by the end of Year 2, by fully implementing the initiative outlined in the current school development plan. (See paragraphs 3, 4, 5, 6, 80 - 100)
  3. Raise the standards achieved in geography and design and technology across the school by ensuring that;
    - appropriate curriculum time is allocated to each subject;
    - teachers' subject knowledge is increased;
    - topics are taught to an appropriate depth;
    - resources in geography are improved.(See paragraphs 4, 6, 21, 23, 27, 64, 105 - 108, 109 - 112)
  4. Further develop whole school procedures for assessing the attainment and progress that pupils make in history, geography, physical education, art and design, design and technology, and music that are matched to National Curriculum levels and in religious education. (See paragraphs 46, 104, 108, 112, 116, 125, 128, 132)

### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Raise the profile of the Foundation Stage in the school by further developing the role of the co-ordinator and by establishing strong links with the planned pre-school class. (See paragraph 60)
- Improve the use of information and communication technology in mathematics, geography and design and technology. (See paragraphs 93, 108, 112)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

36

Number of discussions with staff, governors, other adults and pupils

25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	15	11	0	0	0
Percentage	3	25	42	30	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

YR– Y6

Number of pupils on the school's roll (FTE for part-time pupils)

165

Number of full-time pupils known to be eligible for free school meals

44

*FTE means full-time equivalent.*

#### Special educational needs

YR– Y6

Number of pupils with statements of special educational needs

3

Number of pupils on the school's special educational needs register

39

#### English as an additional language

No of pupils

Number of pupils with English as an additional language

3

#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

17

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

25

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	9	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	21	20
Percentage of pupils at NC level 2 or above	School	76 (76)	84 (88)	80 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	80 (76)	84 (88)	84 (88)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	12	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	15	19
Percentage of pupils at NC level 4 or above	School	68 (72)	68 (79)	86 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	15	17
Percentage of pupils at NC level 4 or above	School	73 (72)	68 (76)	77 (79)
	National	73 (72)	74 (74)	82 (82)

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

Individual totals for boys and girls have been omitted because the totals equal 10 or less therefore pupils could be identified.

## Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

## Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
141	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	9.8
Number of pupils per qualified teacher	16.8
Average class size	23.6

### Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	195

## Financial information

Financial year	2001 -2002
----------------	------------

	£
Total income	424256
Total expenditure	532456
Expenditure per pupil	2817
Balance brought forward from previous year	77206

## Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	8.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	165
Number of questionnaires returned	49

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	55	0	2	0
My child is making good progress in school.	43	57	0	0	0
Behaviour in the school is good.	33	63	0	0	4
My child gets the right amount of work to do at home.	27	61	4	6	2
The teaching is good.	47	47	0	0	3
I am kept well informed about how my child is getting on.	39	45	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	55	39	6	0	0
The school expects my child to work hard and achieve his or her best.	51	45	0	0	4
The school works closely with parents.	43	41	12	0	2
The school is well led and managed.	45	47	0	0	8
The school is helping my child become mature and responsible.	41	47	0	0	10
The school provides an interesting range of activities outside lessons.	45	51	2	0	2

### Other issues raised by parents

- Parents think that pupils with special educational needs are well looked after.
- The 'Talking Partners' programme is very beneficial.
- Behaviour in lessons and around the school is good.
- The regular Thursday consultation times are good.
- Pupils are very welcoming to visitors.
- There is good opportunity for extra-curricular clubs.
- The school has improved significantly in the last two years.
- Homework was thought to be inconsistent.
- There was a lack of emphasis on physical education.

## **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**

66. Children enter the school on a part-time basis in the year in which they are five years old. They all start part-time and become full-time in January each year. The school provides the children in the Reception class with a good start to their education. The children's level of attainment on entry is below the average that would normally be expected for children of their age. In some years it is well below the attainment of children of a similar age. By the time the children leave the Reception class they have made good progress so that their attainment is broadly average in all the six areas of learning. There is very good progress in some aspects of communication, language and literacy due to excellent features of teaching in an early reading research programme. Children with special educational needs are taught well and make good progress. Staff ensure that all children have access to the full curriculum. The strengths identified at the last inspection have been maintained.
67. Overall the quality of teaching in the Reception class is good and some excellent teaching was seen during the inspection. Consequently the children's learning is good. The teaching of children with special educational needs is good. They are well supported and provided with suitable individual learning plans so that their learning is effective. All children are included in the full curriculum range and high expectations about achievement mean that they are challenged to ensure that learning is effective. The programme of activities is based on the early learning goals and planned accordingly. Plans are clear and cater for the different abilities and levels of attainment of the children. Assessments of mathematical development and communication, language and literacy are good. The results of these are passed on to the next class so that the children's achievements can be used to plan for their needs.

#### **Personal, social and emotional development**

68. Overall, the children are likely to attain average standards in their personal, social and emotional development by the time they leave the Reception class. They come into school enthusiastically and are ready to start the day because they obviously feel safe and respected by staff. The organisation of the room provides the children with the opportunity to choose activities for themselves. Consequently, they settle quickly to activities which they competently and confidently select. They are particularly good at listening in large group sessions and they are nearly all happy to talk at these times. They understand the need to wait their turn so that others have the opportunity to listen. Children have formed good relationship with the adults as they are treated kindly and with warmth. Behaviour is often very good because the children are being taught what is acceptable and what will not be accepted as a way of behaving. Their personal independence is growing as the children are happy to try to put on their own coats or take themselves to the toilet.
69. The quality of teaching and learning is good. Adults help to develop the children's self-esteem so they become confident. They are provided with well-planned activities suited to their needs and level of ability which contribute towards the children being motivated to learn. The teacher's expectation of children's achievement is high so that the children are challenged in their thinking.

#### **Communication, language and literacy**

70. Overall, the standards achieved in this area are average. Often the children come into the school with levels of language development which are below or well below what would be expected for their age. However, the very good teaching which characterises this area of learning means that the children are on line to reach standards which are expected for their age. A strong emphasis on speaking and listening contributes to their achievement in this area. The children are obviously very used to working together in pairs to discuss their ideas and they are successfully supported by adults to keep on task. During these sessions they have the opportunity to establish their thoughts through language and to realise that their opinions have worth and value. Consequently, they organise their thinking and explore experiences through discussion. Another strong feature of this area is the emphasis on reading skills. The children are learning to sound words out and match sounds to letters, which they are achieving successfully. The room is filled with the written word and the children are adept at copying

letters and words and enjoy trying to write for themselves. More directed work ensures that the children learn to form letters correctly and those that are able begin to join letters together. Some of the children are aware of rhymes such as 'hat' and 'bat'. Children are competent at writing their own names with well-formed letters.

71. Overall teaching and learning in this area are very good. The teacher models language well so that the children understand what is expected from them and they can succeed. Reading sessions are held regularly throughout the day and incorporated into the general management of the classroom organisation. For example, children are asked to identify a word starting with a particular sound before they line up. The reading sessions are short and the pace is brisk and therefore the children's interest is held so they learn well. Children take reading books home which they read with their parents and enthusiastically read to an adult in school. Children are given many opportunities during the day to experiment with language and the written word to encourage them to expand their vocabulary and understand that print has meaning. Assessment of their achievements is strong; their reading skills attainment is monitored well and assessments relate to the early learning goals. Children with special educational needs are integrated well into sessions but also have work matched to their own needs.

### **Mathematical development**

72. In the Reception year, the children's attainment is in line with that expected for their age. This represents good progress and is achieved through good teaching. The children competently sing familiar number songs and are capable of adapting the words to the mathematics needed. They know that one less than 5 is 4 and that numbers descend as '3, 2, 1'. They are well supported by adults to count, recognise numbers and use them in context. They knew, for example, on one of the inspection days, that number 10 should be opened on the Advent calendar. They count the number of candles on a cake accurately. Class targets are identified so that the children know that they are learning to count to 12. Higher attaining children begin the early stages of subtraction and addition as they calculate, comparing two numbers together. Children are developing an awareness of shape in both two and three dimensions.
73. The quality of teaching and learning is good. Assessments are clearly linked to the early learning goals, consequently the teacher plans with these outcomes in mind. She records the children's progress and provides direct teaching to specific groups of children. Teaching is systematic and thorough so that the children learn. Appropriate methods and strategies are adopted and children's interest is stimulated by involving them in practical activities such as identifying coins and playing games with coins. They bury them in the sand or use them in free-play sessions in the post office. Children are supported well through focused groups and independent learning. All children participate in lessons and children with special educational needs are supported by their individual education plans. The computer is available as a tool for learning which the children enjoy using in independent learning sessions. They use the computers to print out their work including numbers which they have identified.

### **Knowledge and understanding of the world**

74. Good teaching ensures that the children are making progress and are likely to attain satisfactory standards by the time they leave the Reception class. Well-planned activities relating to the early learning goals are provided. The children use information and communication technology and are taught about the different parts of a computer. They are skilled at operating a computer mouse and know how to use paint programs independently. They know that calculators need batteries and they have resources that are controlled by the computer to use. By providing the children with a range of materials they can use their senses, such as playing with objects in a mixture of sand and rice.
75. The quality of teaching and learning in this area is good. Interesting activities are planned so that the children can investigate and observe materials which change, such as when milk is added to powdered mousse. Daily activities such as recording the weather are used to help the children understand that changes take place and the homemade wind chimes in the playground remind children about the strength of the wind. Christmas activities are used well to provide the children with a starting point to develop a range of design skills. Planning meets the needs of the children with special educational needs so that they are able to participate in activities successfully. Some assessment of this area of learning is undertaken.

## **Physical development**

76. In the Reception year the children's physical development is in line with that expected for their age. Their co-ordination and bodily control are being developed well. The children enjoy travelling in different directions on the climbing frame and slide but they are beginning to move imaginatively. In the hall, physical education lessons are popular. The children learn to control their movements well, and behave appropriately with consideration and thought for others. They show a good awareness of space and are becoming conscious of each other as they move around the room. They participate enthusiastically with action rhymes which contributes towards developing their co-ordination. Through the use of a variety of simple tools and equipment the children's fine manipulative skills are being developed. The children are learning to handle pens and pencils and to manipulate pieces of puzzles and construction toys, providing different opportunities to exercise small muscle skills.
77. The overall quality of teaching and learning is satisfactory in this area. Children are provided with a range of both small and large equipment which allows them to experience a variety of activities to develop control in their movements and co-ordination. A satisfactory supply of resources, including some gardening tools is provided and the teacher ensures that the outside environment is used on a daily basis, if possible. Children use the hall regularly so that they have the opportunity for vigorous physical activity and good classroom management ensures that the children listen and act appropriately so that they derive benefit from the activities on offer.

## **Creative development**

78. Overall the standards attained in this area of learning are average for the children's age. By the time that the children leave the Reception year most are likely to achieve the recommended early learning goals. The children experience different techniques, materials and textures, successfully learning about colour and texture. An example of this is the way they have made faces from paper plates using a variety of fabrics and papers. The children's drawings of things that they have found in the garden are displayed showing the use of observation. Displays around the school show evidence of the use of multicultural work. During arts week, the Reception year children experimented with aboriginal art, often depicting animals. The children's imagination is allowed to develop through a variety of activities; they make their own musical instruments. They have opportunities to use them to make different sounds. Their role-play depicts their ideas and expressions of interest as they create their own scenarios.
79. The quality of teaching is good overall so that the children are likely to make sufficient progress to attain a satisfactory level of attainment by the time they leave the Reception class. The curriculum is well planned and the children are given opportunities to experience art, music and role-play activities. Adults support the children to help them achieve their objective and all children have access to this area of learning. The teacher ensures that children have both directed and child-initiated opportunities to develop their creative abilities so that they learn new skills but also create their own ideas.

## **ENGLISH**

80. In Year 2, pupils achieve standards that are below national expectations in all the key areas of speaking, listening, reading and writing. However, Year 6, pupils achieve standards that are in line with national expectations, although there are still significant weaknesses in writing. Since the last inspection, standards have improved in Year 6, and have been broadly maintained in Year 2. However, across the school standards are improving. This is due principally to the increasingly successful implementation of various strategies to raise levels of literacy. Pupils with special educational needs, at all ages, make similar progress to their peers.
81. In the national tests for seven-year-olds in 2002, standards were below average in reading when compared with all schools, but above average when compared with similar schools. Standards in writing were well above those expected in all and similar schools. However, the current Year 2 group is one which joined the school with standards which were below or well below national expectations, and overall the majority of pupils in Year 2 have made satisfactory gains in learning. Girls achieve at a better rate than boys do, and there are more higher attainers amongst the girls. Pupils in the current Year 1 make good progress, and frequently

achieve standards at or above expectations for their age group, particularly in speaking and listening, which has been targeted by the school as an area for improvement. The standards achieved by the current Year 6 pupils are similar to those revealed by the 2002 national tests, and they represent good achievement in relation to pupils' prior attainment. There are not the significant differences in the attainment and achievement of boys and girls as there have been in previous years.

82. By the age of seven, pupils make satisfactory progress in developing all basic English skills, although improvements in listening and writing are more variable than in the other elements. Whilst the majority of pupils learn to listen to instructions and respond readily to questioning, as seen for example in a Year 1 lesson on caption writing, a minority of pupils, particularly boys in Year 2, find it difficult to concentrate for substantial periods, and this sometimes impedes their progress. Most pupils make satisfactory progress in improving their reading skills, although the majority read with limited fluency and accuracy. Most pupils make satisfactory progress in developing the range and quality of their writing. Their independent writing includes a range of poetry, with a growing interest in language demonstrated in poems like "Fireworks". Pupils also learn to follow a story and write a study of a character like Cinderella or to retell a story like Goldilocks in their own words. They also learn instructional writing on a theme like "making a cup of tea". Lower achievers find it difficult to write in a consistent and accurate script, and continue to make frequent errors in punctuation and the spelling of high frequency words.
83. By Year 6, pupils make good progress in extending the range of their writing. A widening vocabulary and ability to use it evocatively are evident in observational poetry about flowers, trees and seasons. Pupils use devices such as tension and mood effectively when writing extended imaginative stories and factual writing, for example about life in the Second World War. Their work also becomes more interesting as they employ more imagery and different sentence structures. The work of lower achievers remains more limited in scope and contains frequent spelling and grammatical errors. Many pupils make good progress in reading with more fluency, accuracy and expression, and they talk articulately about their reading likes and dislikes. Most pupils develop their speaking and listening skills well. This was evident for example in a Year 3 class in which pupils were paired to discuss books on the Romans as a basis for analysing the qualities of information texts. The teacher in a Year 6 lesson insisted on pupils reading a classic text, *A Christmas Carol*, with appropriate expression.
84. The overall quality of teaching and learning is satisfactory in Years 1 and 2, and good in Years 3 to 6, with many examples of good and very good teaching observed. In the best lessons, the teachers have high expectations to which pupils respond well. The positive attitudes of pupils and their very good relationships are major factors in the good progress they often made. Matched to the high expectations is the good match of work to the ability levels of pupils. For example, Year 4 pupils learning to write rhyming couplets were given different levels of teacher and textual support, enabling pupils to learn effectively. Teachers convey their very good subject knowledge through constant questioning. For example, in a Year 1 lesson the teacher got the pupils themselves to question each other on good pronunciation and good spelling. A particularly effective feature of the teaching is the frequent practice of getting pupils to undertake short paired discussions. This allows them to develop their independence in their learning as well as developing their speaking and listening skills. A good example of this was seen when Year 5 pupils investigated with each other the potential of different prefixes and suffixes as a means of changing the meaning of familiar and less familiar words. On the few occasions where teaching and learning are less effective, the expectations which the teacher has of higher attainers are not sufficiently high enough to enable them to make good gains in learning. This was seen when younger pupils were given the task of rearranging the order of sentences in instructional writing. Some pupils found this task relatively easy but were not then extended with more challenging tasks.
85. The quality of leadership and management is very good. The co-ordinator's commitment is evident in the detailed monitoring of teaching, planning and standards which has taken place. There is extensive professional development, enabling teachers and support staff to implement a range of literacy strategies, often involving booster work, which is having a positive effect on raising attainment. Although the quality of day-to-day marking is variable, assessment procedures and the use of the data to set targets for pupils are very good, and are an improvement on previous practice. The school has also thoughtfully addressed the objective of improving literacy across the curriculum by making good links between subjects where feasible, for example using historical texts to improve standards of literacy as well as historical

knowledge and understanding. The use of information and communications technology is also being well developed, both as a research tool and to develop vocabulary and presentational skills. Overall, given the co-ordinated drive to raise standards of literacy and the resulting impact upon teaching and learning, the school has made good progress since the previous inspection.

## **MATHEMATICS**

86. In Year 2, pupils achieve standards that are below average but most are achieving average standards in Year 6. This represents an improvement in Year 6 since the last inspection when standards were below average. Standards in Year 2 were judged to have been higher but without a clear overall judgement. When compared with the results achieved in the 2002 national tests, the current inspection judgements represent an improvement in Year 6 but a maintenance of standards in Year 2. The current findings are broadly in line with the school's own targets and assessment of the likely achievement of the current year groups. There is no significant difference between the attainment of boys and girls. Pupils with special educational needs achieve well and make good progress towards their own learning targets.
87. Pupils in Year 2 achieve satisfactorily. Pupils have a sound understanding of number. They deal confidently with numbers up to 20 and know, for example, addition and subtraction facts with answers up to 20. Some pupils extend their work to use numbers up to 100 and know some of the common fraction families. Other pupils measure confidently using non-standard units such as counting rods and draw and measure lines to the nearest centimetre. Pupils have some opportunity to investigate numbers as they consider the pattern made by the sequence of odd and even numbers. However, the application of what pupils know is the weaker element in their achievement. The analysis of pupils' work indicated that insufficient opportunities were provided for more able pupils to achieve the higher Level 3 standard.
88. Pupils in Year 6 achieve well in all elements of the subject. Pupils know common equivalent fractions and the percentage values of higher numbers. Other pupils order positive and negative numbers and decimals that include tenths and hundredths. Most are able to draw shapes on a grid from points represented by co-ordinates and then transform their shapes by rotating them. Pupils investigate ratio as they work with coloured sweets and they are aware of simple probability rules. However, the weakest aspect of their achievement is in their ability to use and apply mathematics in a variety of different contexts.
89. Across the school, an important strength is the way in which pupils are able to talk about and explain the processes they are using. Teachers, particularly in Years 3 to 6, encourage pupils wherever possible to discuss the strategies they are using with a partner or with the whole class. This initiative is being consistently addressed across the school and is an important reason why standards are rising and many pupils are making good progress in this subject. This represents very good improvement on addressing an overall key issue at the last inspection which required the school to improve pupils' spoken language across all subjects.
90. The quality of teaching and learning is satisfactory in Years 1 and 2, and good in Years 3 to 6. In Years 1 and 2, the teaching observed during the inspection showed some important strengths. The specific learning intended in the lesson is shared with the pupils so that they know clearly what they are expected to learn. Teachers show good subject knowledge. This was seen as a teacher explained clearly the difference between Venn and Carroll diagrams. Occasionally time is lost and the pace of lessons is slowed as teachers remind pupils about inappropriate calling out. A further weakness is that opportunities are sometimes missed to enable pupils to easily progress to higher levels in their learning.
91. In Years 3 to 6, the teaching observed was consistently good with several very good elements. Teachers consistently manage their classes well and interest and encourage pupils. Pupils' work and the contribution they make to class discussion are highly valued and teachers and their assistants support pupils as they work in their groups very well. The effect of this is that pupils are interested, enthusiastic and well motivated. This improves the quality of their learning. A lesson to older pupils illustrated several further features of very good, effective teaching. The introduction to the lesson involved converting between millimetres, centimetres and kilometres. Pupils' skills in estimation, rounding and calculation were all developed well and they were given very good opportunity to discuss their approach with a partner and then



explain it to the rest of the class. The lesson proceeded at a brisk pace and as a result of the lesson pupils' appreciation of the pattern of square numbers was developed well.

92. Across the school, teachers' planning is detailed and full. Plans follow the recommended National Numeracy Strategy format and activities which are organised are carefully matched to pupils' different levels of ability. Teachers usefully organise activity groups according to pupils' ability. This positively promotes higher standards. Teachers' marking is helpful. It is regular and accurate; it recognises pupils' achievements and helps them to rectify errors. Pupils generally take great care with the presentation of their work. Teachers have high expectations about conventions such as including headings, underlining and drawing lines with a ruler and dating work. This helps to promote pupils' pride in their own work. The written work of older pupils often begins with the phrase, 'I am learning to...' This helpfully focuses pupils' attention on what they need to know and improves the quality of their learning.
93. Numeracy skills are used satisfactorily across different subjects. For example, younger pupils use accurate mathematical terms to describe the shape of the pieces of chocolate which they use in their science experiments, and others draw block graphs to record how far each pupil can throw a bean bag. Older pupils use negative numbers as they look at the temperature records on different thermometers and others draw line graphs to show how their pulse rate changes after exercise. Across the school, opportunities to use information and communication technology skills are not yet consistently identified or taken.
94. The co-ordinator, who is new to the post, has made a sound start to her management of the subject. Monitoring is well organised. There is a clear monitoring timetable which identifies when elements of the subject such as planning, pupils' work and classroom observation are to be carried out across the year. The strengths and weaknesses in the subject are analysed well, and priorities for the subject's further development are clearly set out in the subject action plan which is part of the annual school development plan. The National Numeracy Strategy is being implemented well. Teachers have a clear view of its format. The confidence and expertise of the teachers are reasons why standards are rising. Another is the result of the very good assessment procedures developed. These include a careful analysis of data from the optional and national tests, assessment of each taught unit and individual records of progress in each year group which are related to National Curriculum levels. This data enables the school to get and maintain detailed record of each pupil's attainment and to track the progress they make. The targeted funding to enable more pupils to achieve average levels is used well. Homework supports the subject satisfactorily.

## **SCIENCE**

95. In Year 2, pupils achieve standards that are below average, but they achieve average standards in Year 6. This represents an improvement since the last inspection in Year 6 and a maintenance in standards in Year 2 because it was judged then that, across the school, standards were lower than expected for pupils' ages. Since the last inspection, standards reached by pupils taking the National Curriculum tests at the age of eleven have improved. Since 2000, standards have been rising and in 2002 results achieved were broadly in line with those expected in similar schools. At the age of seven, performance of the pupils in the national teacher assessment tests was below that expected in similar schools.
96. In Years 1 and 2, pupils understand the importance of healthy eating and they have undertaken some interesting investigations, for example, the speed at which ice cubes melt. They know that pushing and pulling are examples of different forces and that the wind is also a force that can move things. Topics are appropriately covered and most pupils in the current Year 2 are achieving satisfactorily, but there is not a sufficient proportion of higher attaining pupils for overall average standards to be met.
97. A strength in pupils' achievement in Years 3 to 6 is in their ability to understand and use technical scientific language accurately. The school has responded positively to the weakness in this subject: they focus on investigations so that pupils have good opportunities to devise and carry out experiments. Pupils are learning to use scientific language accurately and as a natural part of their conversation. The emphasis on practical work and developing speaking and listening skills is allowing pupils to establish their ideas and cement their thinking. This has been a good response to a key issue identified at the last inspection. Older pupils are building

effectively on previously learnt knowledge and they are learning to apply their knowledge to new experiences. They are acquiring scientific vocabulary which they are beginning to use accurately. They can make hypothesis and test their ideas. All elements of the subject are appropriately addressed and pupils have a sound understanding of the topics covered. Pupils identify healthy foods and know what constitutes unhealthy eating. Most are beginning to understand about changes in materials. They make accurate observations and record their findings. The more articulate children are able to describe the changes that have taken place.

98. The quality of teaching and learning is satisfactory in Years 1 and 2, and good in Years 3 to 6. In Years 1 and 2, teachers plan their lessons well and ensure that pupils are introduced to appropriate specialist vocabulary and are aware of the principles of fair testing. Several features of good teaching were observed in a lesson where pupils were observing the changes that took place as chocolate was heated. The lesson quickly gained pupils' interest and the importance of careful observation and the recording of what was done were emphasised well. Pupils enjoy their lessons and good adult support is provided so that individual needs are catered for.
99. The quality of teaching and learning in Years 3 to 6 is good. Teachers encourage the pupils to question, predict and draw conclusions from their own experiences. Good attention is given to presentation and using graphs and tables to present their findings. In a very good lesson to pupils in Year 6 where they were investigating reversible and irreversible changes, the teacher ensured that the focus of the lesson was clearly shared with the pupils from the beginning. Specific vocabulary such as 'solid', 'liquid', 'gas', 'dissolve' and 'chemical change' were explained and used. Pupils were encouraged well to record the observations they made and then to share them with others in the class in an effective summing up at the end of the lesson.
100. Work in the subject follows the nationally recommended scheme of work which is supplemented by commercial schemes. Co-ordination is good. The co-ordinator is improving her own qualifications and knowledge. She monitors planning to ensure that the syllabus is being covered and she undertakes lesson observations and provides feedback to staff so they know where their strengths and weaknesses lie. The co-ordinator has a clear idea of the development priorities in the subject and these have been identified in a useful subject action plan which is part of the wider school development plan. The initiative to improve pupils' speaking and listening skills in this subject has been successful. Test results are appropriately analysed to identify where improvements could be made in the subject. Resources have improved and boxes on topics are now available to staff for use in lessons. A governor with responsibility for science has also been actively involved in monitoring planning and talking to pupils to ensure that improvements are taking place. The school intends to make the setting of individual achievement targets for pupils a priority and will provide appropriate staff training and support. Initiatives such as the science week are used well to improve the profile of science, involve the parents and motivate pupils. The use of information and communication technology is effective in supporting the pupils' learning, for example, they used a temperature sensor to record the temperature of a choc-ice.

## **ART AND DESIGN**

101. The standards achieved by all pupils, including those with special educational needs are in line national expectations at the end of Years 2 and 6. There were no clear judgements of attainment at the last inspection so no indication of progress can be made. Current judgements have been made on evidence from the three lessons observed in Years 3 to 6, examination of pupils' previous work including sketch books and discussions with the co-ordinator and pupils. The subject now receives more time and the co-ordinator ensures that art is taught regularly in accordance with school guidelines.
102. By the end of Year 2, pupils have experience with both two and three-dimensional work and acquire skills in creating multicultural designs. They use tactile materials such as sandpaper and a variety of different techniques like paper weaving to increase their knowledge and understanding of materials and processes. In Year 6, pupils confidently appraise others' work and some are able to comment on why they liked part of a design. All pupils participate in lessons and have access to the experiences on offer. Pupils are used to using sketchbooks to practise and refine skills, although the quality of these varies between different classes. In a series of lessons based on people in action, the pupils had drawn people in different positions

to try to show movement. Techniques to show how movement is portrayed were used well before pupils created the final scene linked to history. Pupils with special educational needs are supported and encouraged to participate fully.

103. Teaching and learning are satisfactory overall in Years 2 and 6. A good feature of lessons is teachers' questioning which helps to promote pupils' thinking about the processes they are using. Teachers generally manage pupils' behaviour well and pupils respond by listening carefully and co-operating well. Pupils enjoy the subject and concentrate; they are motivated to achieve and improve their skills and the end product. The teachers are improving their own subject knowledge and lessons are planned well. Sound use is made of the adequate resources to provide pupils with a range of materials and tools. Some use is made of information and communication technology so that pupils create their own ideas and designs.
104. The leadership and management are sound. The co-ordinator is keen to raise the profile of the subject in the school. She has improved the resources and ensured that an adequate supply of basic materials is based in each classroom, supplemented by centrally held resources. The co-ordinator monitors planning to ensure that appropriate work is being covered but does not yet monitor the quality of teaching and learning in the classroom. The policy has recently been reviewed in consultation with staff. The school's work is planned following national guidelines so that it provides a broad and balanced framework. Teachers record pupils' achievement at the end of a topic and verify examples of work against agreed standards but there is no systematic assessment of pupils' progress against specific learning outcomes to show progress throughout the school. These systems are in the early stages of development and without this it is more difficult to monitor progression in pupils' learning throughout the subject. Art is sometimes linked to other curriculum areas and the arts week held in school has helped to raise the profile of the subject and to create interest. The pupils achieved some very good results during that week, for example, in linking art to mathematics.

## **DESIGN AND TECHNOLOGY**

105. Across the school, pupils achieve standards that are below average and pupils of all abilities, including those with special educational needs, make insufficient progress in this subject. At the last inspection, standards in subjects other than English, mathematics and science were generally continuing to improve. This has not been sustained in design and technology.
106. Pupils in Years 1 and 2 use a variety of construction kits to assemble and disassemble different structures and artefacts. Other pupils develop their designing and making skills as they draw and then make their finger puppets using a range of fabrics. In Years 3 to 6, older pupils use food technology as they investigate different types of bread before making their own. They list the ingredients they use and record the making instructions. Others, as part of a topic on shelters, consider several different types of shelter before making their own shelter based on the design of a Greek temple. Previous Year 5 and 6 pupils have designed and made their own hats. One brought in during the inspection showed good finishing skills and was worn with pride. However, across the school, pupils do not have sufficient opportunity to systematically develop skills involved in marking out, cutting and joining a variety of materials. Older pupils do not sufficiently make choices about tools and techniques or to develop precise skills to plan artefacts, shape and combine materials and evaluate their work critically.
107. Across the school, the quality of teaching and learning is unsatisfactory. In the single lesson observed in Year 1 they were satisfactory. This was part of a sequence of lessons where pupils were designing and making different puppets. The teacher explained the tasks clearly and the class was managed well. The working groups were supervised well by the class teacher and her assistant. Pupils made satisfactory progress in their cutting and drawing skills and were beginning to learn about the art of stitching. However, across the school, topics are not taught to a sufficient depth for average standards to be achieved.
108. The co-ordinator, who is new to the subject, has made a satisfactory start. She is enthusiastic and has already built up a useful portfolio of possible assessment sheets and suggested guidelines. The school plans to revise the policy in the current year. The curriculum time for the subject alternates with that of art and is based on units suggested in the national recommended scheme of work. However, topics are not taught to a sufficient depth to ensure that the necessary knowledge and skills are taught progressively across each year group. Assessment

procedures and links with information and communication technology are insufficiently developed. Resources for the subject are satisfactory. They include a useful workbench which is currently being used for storage in the Foundation Stage. The co-ordinator has undertaken a recent audit of resources.

## **GEOGRAPHY**

109. Across the school, pupils achieve standards that are below average and pupils of all abilities, including those with special educational needs, make insufficient progress in this subject. At the last inspection, standards in subjects other than English, mathematics and science were generally continuing to improve. This has not been sustained in geography.
110. In Years 1 and 2, pupils talk about the journeys of Barnaby Bear. Others complete simple sketch maps of the route they take in coming to school, and draw picture-sketches of a class walk that they undertook. In Years 3 to 6, pupils illustrate maps of the British Isles with symbols representing different types of expected weather. Older pupils draw and colour a map showing the world's main climate areas and consider the environmental features of some holiday destinations. Pupils in Year 6 undertook some interesting work on their local area as they organised a land-use survey of their local High Street and devised a questionnaire to seek local people's opinions about creating a traffic free area in their town. However, the main weakness across the school is that topics are only taught to a superficial level and lack the necessary depth for average standards to be achieved. An illustration of this is the way that younger pupils carefully coloured all the sea and land areas on a world map just to identify and locate America. Across the school, pupils have insufficient opportunity to discover how different places are related and evolve and to be able to use specific skills to compare and contrast the geographical differences between local and more distant environments.
111. Across the school, the quality of teaching and learning is unsatisfactory. In the single lesson observed during the inspection teaching and learning were satisfactory. Pupils were making their own passports and planning holiday destinations which they might like to visit. Pupils were using their class atlases satisfactorily to locate different places and they were using some magazines and resource books to find out about particular places. However, a scrutiny of pupils' work showed that topics were not taught for a sufficient time or to a sufficient depth to enable pupils to reach average standards.
112. The subject is managed by a co-ordinator who is new to the subject. She has made a sound start in a relatively short time and is aware of some of the issues which need to be addressed. The subject is planned to alternate with history. While the curriculum time allocation is at the minimum required level, this time is not currently being used well which means that not enough effective curriculum time is being devoted to this subject. It is not sufficiently clear which units are to be taught in each part of the two-year rolling programme. Planning is monitored but there has been insufficient monitoring of the standards of pupils' work. The subject policy and guidelines are still in draft form and have yet to be agreed by and presented to the whole staff. There are insufficient processes for assessing and recording the progress which pupils make through the subject which are related to National Curriculum levels. Opportunities to use information and communication technology in the subject are underdeveloped. The school has a satisfactory range of maps and atlases for pupils to use, but there are insufficient resources for local studies work or to provide appropriate information about distant locations. Traffic and land-use surveys are carried out in the local area and classes visit nearby places such as Mersea and Dedham to give them experience of different environments.

## **HISTORY**

113. In Years 2 and 6, pupils achieve average standards. Because of the way in which the timetable is organised it was only possible to observe one history lesson during the inspection. However, judgements have been made from the evidence of work previous work, and the use of historical resources in the lesson observed. Standards are satisfactory in knowledge and understanding and also in the acquisition of historical skills. There was too little evidence of work of pupils with special educational needs to assess their progress.

114. In the work observed, most pupils made good gains in their learning. By Year 2, pupils show a basic understanding of differences between objects in the past and today, and they learn to use evidence such as photographs to help them to achieve this understanding. They know some basic facts about famous individuals like Florence Nightingale. By the end of Year 6 pupils continue to acquire a basic understanding of chronological development when studying topics such as the Anglo-Saxons, the Romans, Greeks and Ancient Egyptians. They not only learn about key features of everyday life, but also make good progress in developing appropriate skills. For example they analyse and evaluate different sources of evidence, when examining the Sutton Hoo ship burial. In so doing they learn not only what we can deduce from evidence but also what we cannot. More able pupils develop some understanding of why different accounts of an event like the invasion of the Anglo-Saxons can arise. The ability of lower-attainers to demonstrate their knowledge and understanding is restricted by poorer writing skills. There was less evidence in the work observed of older pupils addressing higher level skills such as linking causes and effects of events and changes and explaining them and their results.
115. The quality of teaching and learning is satisfactory in Years 1 and 2, and good in Years 3 to 6. In Years 1 and 2, teachers ensure that pupils have an appropriate knowledge and understanding of people and events from the past and that they have opportunity of investigating a sound range of historical information sources. A lesson observed in Year 6 illustrated several features of good teaching in this key stage. The topic being considered was the Second World War, with particular reference to VE Day. The teacher introduced the topic well by reminding pupils of their other work on the war topic. Good use was made of interesting resources, which included a CD extract of Churchill's famous speech and using the experience of a friend of the school with VE day experience. Pupils undertook useful paired discussions to formulate possible questions and the follow-up activity, to write an account in the form of a newspaper report, was suitably challenging.
116. Leadership and management are satisfactory. Assessment is undeveloped. However, good use is made of information and communications technology as a teaching and learning aid. In a Year 6 computer lesson, pupils were able to put together and demonstrate multimedia presentations on life in wartime Britain. Although the subject has limited curriculum time in its own right, teachers sometimes use other lessons partly to increase pupils' historical knowledge and understanding. For example Year 3 pupils used history textbooks as a basis for their non-fiction studies in a literacy lesson, and thereby improved their knowledge and understanding of Ancient Rome.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

117. In Year 2 and Year 6, pupils achieve average standards. Although there is little information about standards at the time of the last inspection, there has been good progress in key areas, notably the provision of ample and high quality resources and the provision of more dedicated teaching time. The teaching of concepts and skills in discrete, separate lessons is now more detailed and thorough. However, the application of skills across the curriculum is unsatisfactory, being variable in quality. The great majority of pupils, including those with special educational needs and higher attainers, achieve well in relation to their prior attainment.
118. In Year 2 most pupils are able to issue basic commands to computers with confidence, and can carry out basic word processing and edit their work. The majority are able to carry out tasks such as reworking the word order of given text. They also learn how to make an instructional list, although a minority of lower achievers finds these tasks difficult without frequent adult support. Pupils use programmes such as "Colour Magic" to design pictures for a model house. They demonstrate control, for example by using a programmable toy. Some pupils in Year 1 achieve standards above expectations for their age group, being able to enter and edit their work independently and with confidence.
119. In Year 6 pupils continue to make good progress in developing a range of computing skills. They learn about the advantages and disadvantages of simulations, and how to make informed choices. They also learn how to hypothesise, and later to evaluate the results of what they create. Pupils make good progress in learning to use data, for example by entering information on to a database and creating graphs. Older pupils use spreadsheets to represent and store information. During the inspection, Year 6 pupils were observed making multimedia

presentations and evaluating each other's work. Pupils are confident in using CD ROMs and the Internet for research, for example on the Second World War. Older pupils also talk confidently about the use of computers in contexts outside school, and are aware of their potential and possible disadvantages.

120. The quality of teaching and learning across the school is good. As a result of the carefully focused professional development, teachers are increasingly confident in explaining the various functions and programmes, and setting up and monitoring independent learning tasks. For example, the teacher in Year 1 gave a good explanation and questioned pupils effectively to improve their awareness of different types of font as used in newspapers, before giving pupils the opportunity to experiment with changing fonts themselves. The teacher in Year 6 showed good subject knowledge in explaining to pupils how they could effectively edit their presentations, but also gave ample opportunity for pupils to contribute their own ideas. On the few occasions where teaching is less effective, teachers do not have high enough expectations of more able pupils or do not have sufficient extension work, so that some pupils find the task too easy. This was observed in a Year 3 lesson when the pupils who completed the "Find the Best Duck" simulation lacked sufficient extension work. Most pupils are very enthusiastic about using the computer equipment, and enjoy lessons. This adds significantly to their quality of their learning.
121. Leadership and management are good. The co-ordinator has shown enthusiasm and commitment in developing the expertise of teaching and support staff to take advantage of the facilities. Resources are good: the ratio of computers to pupils is above the current national figure. Teachers also make use of other resources such as a digital camera. There is a relative lack of CD-ROMs for younger pupils and of control facilities for older ones. Pupils' attainment in the subject is beginning to be assessed. There is now a comprehensive scheme of work in place. The use of information and communications technology across the curriculum remains unsatisfactory. Whilst it is used quite extensively in some subjects like history, for example for research and presentational purposes, in other areas like design and technology and geography its use is very undeveloped.

## **MUSIC**

122. There was insufficient evidence during the inspection for an overall judgement to be made about the standards achieved across the school. During the inspection, it was only possible to observe one music lesson due to the organisation of the timetable. In addition evidence of the contribution of assemblies to pupils' musical experience was also used. There was no clear judgement about standards achieved at the last inspection. However, discussion with the co-ordinator and a scrutiny of teachers' planning confirms that the school provides a broad and balanced curriculum which covers all elements and meets National Curriculum requirements.
123. Across the school, pupils have an appropriate breadth of musical experience. They use a variety of starting points for practical work, such as composing sounds to accompany stories. They are accustomed to working collaboratively with each other to produce an end product. A singing assembly was seen which showed evidence that a satisfactory quality of singing is being maintained throughout the school. Pupils are encouraged to listen to different types of music, for example, during the inspection saxophone music was played as the pupils came into assembly and information was displayed so that pupils could read about it. However, teachers did not draw pupils' attention to the music sufficiently or ensure that pupils who could not or did not read the prepared information were included in the discussion. Pupils are beginning to become aware of pitch so that they can apply their knowledge to their singing. They are also accustomed to voice warm-up exercises before singing and their attention is drawn to breathing correctly to assist their voices.
124. There was insufficient evidence for an overall judgement to be made about the quality of teaching and learning across the school. In the single lesson observed in Year 2, the quality of teaching and learning was satisfactory. The focus of the lesson was on creating sounds to illustrate a story. The lesson was well planned and the pupils produced structure to their work. They were used to using percussion instruments and they understood and were aware of the sounds that the instruments made and were able to work together to compose a piece of work. They were introduced to the idea of having a conductor who leads an orchestra and that musicians have to follow his lead during performances. By the end of the lesson the pupils had

developed a good sense of match between sounds and aspects of the story. However, the effectiveness of the lesson was lessened by some inappropriate pupil responses.

125. The co-ordinator is enthusiastic about raising the profile of the 'arts', including music, in the school. She is developing her role and provides support to teachers when asked. Currently, the co-ordinator monitors teachers' planning but does not observe lessons to judge the quality of teaching or learning. A satisfactory policy is in place, although the co-ordinator is in the process of updating it to ensure that sufficient attention is placed on the subject. Work is based on the nationally recommended scheme of work which offers pupils a range of activities to encourage the development of appropriate skills. The curriculum time allocation is at the minimum that most schools spend. Good opportunity is provided for enhancements in the subject. Pupils learn the recorder and outside support such as peripatetic music teachers and a student who came into support music increases opportunity. A choir has been formed in the school and they participate enthusiastically in music festivals and events. Assessment procedures are in the very early stages of development. They do not yet consistently record the attainment and progress which pupils make in order to monitor pupils' learning to show what they have learnt and where they need help. Resources have been improved: a new range of musical instruments has been bought so that pupils are able to experience listening to and making sounds with different types of untuned percussion instruments. The school also has guitars which are available for use in music lessons. There was insufficient evidence of the use of information and communication technology in this subject.

## **PHYSICAL EDUCATION**

126. There was too little opportunity to observe enough elements of the subject during the inspection to make an overall judgement on standards being achieved. Because of the way in which the timetable was organised it was only possible to observe two lessons, one in Year 2 and one in Year 5, both of which focused on dance skills. In both lessons standards were overall in line with expectations for the respective age groups. Most pupils in Year 5 made particularly good progress in developing the ability to create a basic but imaginative dance sequence. They used the music of Glenn Miller as an inspiration to help them evoke the atmosphere of 1940s Britain, which they were studying as a history topic. Some boys made less progress due to a lack of confidence. Year 2 pupils made satisfactory progress in developing a series of progressive routines in order to perform a traditional country dance sequence. The school indicates that most pupils achieve the required standards in swimming by the time they leave the school. Pupils with special educational needs made progress in line with their peers.
127. There was too little evidence to give an overall judgement on the overall quality of teaching and learning, although in the lessons seen it was sound for younger pupils and good for older ones. Teachers showed good subject knowledge and used questioning effectively in order to get pupils to evaluate the quality of each other's performances and most pupils enjoyed the activities.
128. Leadership and management are good. The co-ordinator has monitored teaching and standards, and teachers have had the opportunity of good professional development to improve their expertise in dance. There is a varied curriculum and resources are good, the school having taken advantage of national initiatives to acquire equipment. Pupils enjoy a good range of extra-curricular sport. Assessment procedures are undeveloped: there is no formal assessment in physical education. There has been an increase in time allocation for the subject since the previous inspection, and also more professional development and monitoring. In these respects there has been good progress since the previous inspection.

## **RELIGIOUS EDUCATION**

129. In both Year 2 and Year 6 pupils attain standards that are in line with those expected in the locally agreed syllabus. Pupils with special educational needs achieve similar standards to their colleagues. These judgements are based on evidence from one lesson observed during the inspection, an analysis of pupils' work, extensive discussions with pupils and looking at displays of work around the school. The school has recently given much greater emphasis on

raising standards in English, mathematics and science. However, more emphasis is now being placed on this subject and the new co-ordinator is in a good position to raise standards within the school.

130. By the age of seven, pupils have a satisfactory of knowledge of Bible stories, special occasions and celebrations from their own and different religions. They know that a church has a purpose and they can relate some of the stories in the Bible to their own lives so that they understand that religion is relevant to them. By the age of eleven, articulate pupils are able to compare aspects of different religions and explain the purpose of having special books. Across the school, much of the work in the school is carried out by discussion and work in this subject supports well the school's initiative to develop pupils' speaking and listening skills.
131. The quality of teaching and learning is satisfactory in Years 2 and 6. Teachers ensure that pupils are taught appropriate topics and they are able to relate Christianity to their own lives. The practical nature of the work appeals to the pupils and consequently they remember what they have learnt. Pupils' comments to inspectors show that they think that teachers make the lessons fun and interesting and so they are involved and want to learn. They experience a variety of religious beliefs made more meaningful through visitors to the school. The single lesson observed in Year 4 illustrated several features of good, effective teaching. The focus of the lesson was on the meaning of the crib in the Christmas story. Pupils' interest was gained through the use of a good collection of nativity scenes from around the world. Pupils were encouraged well to discuss the various interpretations of the nativity scene in pairs and with the whole class. The teacher's subject knowledge was very good and the class was managed well. As a result pupils made good gains in their appreciation of the Christmas story.
132. Planning is well matched to the agreed syllabus and teachers now have a comprehensive scheme of work to follow which provides them with guidance in planning their lessons. In the short time that she has been in post, the co-ordinator has made a sound start to her leadership and management of the subject. She has a clear understanding of the improvements which need to take place so that standards are raised. She is still developing her role and has not yet had time to implement all that she plans to do. She looked at the planning from the time before she joined the school but has not yet had opportunity to monitor the planning or the quality of teaching and learning this term. However, she has provided guidance for staff to improve their planning. A structured assessment system is not yet in place but its development is planned. Resources for this subject are limited, although some new ones have been bought this term and she plans to purchase more artefacts, especially Christian ones next year. The school uses the community and expertise within the school well to ensure that pupils experience a variety of religions.