

# INSPECTION REPORT

## **CHASE LANE PRIMARY SCHOOL**

Harwich

LEA area: Essex

Unique reference number: 115301

Headteacher: Mrs Deborah Carter

Reporting inspector: Mr N Sherman  
16493

Dates of inspection: 11 – 14 November 2002

Inspection number: 247551

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Chase Lane Dovercourt Harwich
Postcode:	C012 4NB
Telephone number:	01255 502416
Fax number:	01255 241907
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Linda Cheney
Date of previous inspection:	February 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16493	Mr N Sherman	Registered inspector	Information and communication technology, physical education, English as an additional language	The school's results and pupils' achievements What could the school do to improve further? How well is the school led and managed?
1166	Mrs R Hussain	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
21103	Mrs V Ives	Team inspector	English	How good are the curricular and other opportunities offered to the pupils?
22147	Mrs A Holland	Team inspector	Art and design, music, Foundation Stage	
31029	Mr P Thrussell	Team inspector	Science, design and technology, religious education, special educational needs, educational inclusion	How well does the school care for its pupils?
23805	Mrs M Lygoe	Team inspector	History, geography, mathematics	How well are pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

Chase Lane Primary School is situated in the Dovercourt district of the town of Harwich in Essex. It is part of the Clacton and Harwich Education Action Zone. It is larger than other primary schools and provides education for pupils in the 3 – 11 age range. There are 301 pupils on roll with a further 26 children in the Nursery. There are slightly more girls than boys. 42 pupils, 24% of the school roll, have special educational needs, a figure that is average. There are no pupils who have a statement of special educational needs. 56 pupils claim free school meals, a figure that is average. The school has a slightly higher than average number of pupils who leave or enter the school other than at the normal admission times. The percentage of pupils with English as an additional language is below average. Pupils enter the school with below average levels of attainment.

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

The school is effective and is providing pupils with an acceptable standard of education. Strengths in provision include the quality of education in the Nursery, which is very good, giving the children a good start to their education. By the end of Year 6 pupils reach standards in English that are in line with the national average. Pupils make good progress from a low starting point. Standards in mathematics are below the national average, although progress is satisfactory. In science, standards are well below the national average and pupils make insufficient progress. Teaching is good overall, although it is not as good in Key Stage 1 as in other parts of the school. Leadership and management are good, and the headteacher provides the school with clear educational direction. The school provides satisfactory value for money.

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

- By the end of both key stages, pupils reach standards that are above national expectations in art and design.
- Standards in geography are above expectations at the end of Year 6.
- Children get a very good start to their education in the Foundation Stage and make very good progress.
- Pupils have very good attitudes to their learning and relationships are good.
- The quality of teaching at Key Stage 2 is good and in some classes is frequently very good.
- At Key Stage 2, the curriculum planned for pupils is good and considerably enhanced by the range of extra-curricular activities, which is excellent.
- The school has very good links with parents that contribute much to the quality of education pupils receive.
- The school is effectively led and managed.

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

- Standards in science are well below the national average at both key stages.
- In mathematics at Key Stage 1, pupils make insufficient progress.
- How teachers assess pupils' progress in subjects other than English and mathematics need to be improved.
- Teachers' expectations of pupils at Key Stage 1 in mathematics and science could be higher.
- Attendance rates are below the national average.

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

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

The school was last inspected in February 2000. It was then judged to be underachieving. This is no longer the case and the school has made satisfactory progress. The school has worked hard to tackle the reasons for its underachievement. As a result, standards have risen in English and mathematics at both key stages, although at Key Stage 1 higher-attaining pupils do not achieve as well as they could in

mathematics and science. Standards in science have not risen at the same pace and remain well below average at the end of both key stages. The quality of teaching has improved, particularly at Key Stage 2, and this is having a good impact on pupils' progress. Standards in design and technology and religious education have improved. Schemes of work are now securely in place to help teachers to plan pupils' learning. While the school is making improved use of assessment information to speed up the pace of pupils' learning in some subjects, further work needs to be undertaken to ensure teachers make appropriate use of assessment data to plan pupils' learning in science. The school demonstrates sufficient capacity to improve further.

## 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	D	B
mathematics	E	D	D	C
science	D	E	E	D

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

The information shows that in the 2002 National Curriculum tests at the end of Year 6, pupils reached standards that were below average in English and mathematics and well below average in science. When the results are compared with similar schools, based on the numbers of pupils who claim free school meals, pupils reached standards that were above average in English, in line with the national average in mathematics and below average in science.

The findings of the inspection are that pupils in the current Year 6 cohort are achieving in line with the national average in English, below average in mathematics and well below average in science. Pupils make good progress in English, satisfactory progress in mathematics, but in science it is unsatisfactory. This is due to the insufficient attention given by teachers to using assessment information to plan for and extend pupils in their learning. Standards in literacy and numeracy are in line with expectations. Standards in ICT are in line with national expectations, and while the progress pupils make is satisfactory, this could be at a faster pace if greater use were made of classroom-based computers. The school sets challenging targets for Key Stage 2 pupils in English and mathematics, and while the targets for 2002 were not reached, results were an improvement on those attained in 2001.

The 2002 national test results at the end of Year 2 indicate that pupils' attainment in reading and writing was average and in mathematics was well below average. When compared with similar schools, standards were above average in reading and well above average in writing but below average in mathematics. Inspection findings indicate that pupils reach standards that are average in reading, and below average in writing and mathematics. Pupils do not always build on the good progress they often make in the Foundation Stage. While progress is generally satisfactory, teachers' expectations of what pupils are capable of achieving in mathematics and science, particularly the higher-attaining pupils, are too low.

Children make very good progress in the Foundation Stage. By the time they enter Year 1, they attain standards in line with the expectations of the Early Learning Goals in communication, language and literacy, mathematical development, their knowledge and understanding of the world, creative and physical areas of learning. In their personal, social and emotional development, children often reach standards above expectations.

Children with special educational needs make appropriate gains in learning as they move through the school. Those who demonstrate more challenging behaviour have their progress effectively monitored and receive good support, which has a positive impact on their perception of the need to work effectively as a member of a wider social group.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes and many participate fully in the extra-curricular life of the school.
Behaviour, in and out of classrooms	Pupils generally behave well, although the behaviour of some older Year 6 pupils is not of the same high standard noted in other classes.
Personal development and relationships	Relationships in and around the school are good. The school carefully plans to enable pupils to have a voice and express their views on how certain aspects of the school are organised.
Attendance	Attendance rates at the school are below average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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.*

The quality of teaching and learning in the Foundation Stage is very good and children make very good gains in their academic and personal progress as a result. The teaching in Key Stage 1 is satisfactory with some good features; however, teachers do not always expect enough of pupils in mathematics and science. Teaching at Key Stage 2 is good with some very good features. The teaching of English is satisfactory at Key Stage 1 and good at Key Stage 2. Mathematics teaching is unsatisfactory at Key Stage 1 and satisfactory at Key Stage 2. The teaching of science is unsatisfactory at both key stages and pupils make unsatisfactory progress in learning about scientific ideas and concepts. The teaching of literacy and numeracy is satisfactory. The teaching of art and design at both key stages is good and this makes a strong contribution to pupils' understanding of how art can be produced using a range of different media. The teaching of ICT is satisfactory in both key stages. Strengths in teaching across the school include the management of pupils and the effective deployment of teachers to classes other than their own to teach certain subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the Foundation Stage is very well planned. Planned learning for pupils at Key Stage 1 and Key Stage 2 fully meets requirements and a vibrant range of extra-curricular activities enriches many pupils' learning.
Provision for pupils with	There is good provision for pupils with special educational needs. They receive good support in class and many teachers are very sensitive to

special educational needs	those pupils who have a high behavioural need.
Provision for pupils with English as an additional language	Pupils with English as an additional language are given good support in class and this ensures that they make satisfactory progress in their use and understanding of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' spiritual, social, moral and cultural development. Art and design makes a positive contribution to the pupils' understanding of the world around them.
How well the school cares for its pupils	Teachers know the pupils well as individuals and all pupils receive a high level of personal care as they move through the school. Assessment procedures are effective in English, although the school has yet to ensure that pupils' attainment and progress are effectively monitored in subjects other than English and mathematics.

Parents are very supportive of the school, and the strong links that the school has with them have a positive impact on pupils' learning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has successfully moved the school forward since the previous inspection and has a clear idea of what further action is needed to move the school forward. The senior management team gives her good support. The role of the subject co-ordinator has been well developed since the school's last inspection.
How well the governors fulfil their responsibilities	The governors are effective in fulfilling their legal responsibilities. They have a good understanding of the school's needs and have sensitively supported it since it was found to be underachieving at its previous inspection.
The school's evaluation of its performance	The school evaluates National Curriculum and other test data to plan improvements. The monitoring of teaching in English and mathematics is regular, and the school has plans in place for co-ordinators in other subjects to monitor teaching directly.
The strategic use of resources	Staff interests and expertise are used to good effect by allowing them to teach certain subjects to classes other than their own. The management of the budget and the various grants that are allocated to the school are judiciously managed. The school has an appropriate understanding of the principles of best value.

There are a sufficient number of qualified teachers to ensure that the National Curriculum can be taught and support staff are highly valued members of the school team. Resources are satisfactory and the range of accommodation at the school is good.

### 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>The range of extra-curricular provision.</li> <li>The part the school plays in the local</li> </ul>	<ul style="list-style-type: none"> <li>How the school keeps parents informed about their child's progress.</li> </ul>

<p>community.</p> <ul style="list-style-type: none"> <li>• The good start children in the Nursery receive.</li> <li>• The sensitivity demonstrated to pupils who do not take part in the daily act of collective worship.</li> </ul>	<ul style="list-style-type: none"> <li>• How the school responds to incidents of aggressive behaviour.</li> </ul>
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Inspectors support the positive views which parents hold of the school. Inspectors find that the school does keep parents informed about their children's personal and academic progress and does have adequate procedures to ensure that any incidents of over-aggressive behaviour are dealt with quickly and effectively. Inspectors do not support parents on these issues.

## **PART B: COMMENTARY**

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

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

1. When children enter the Nursery class, their attainment is below that expected for their age. Children often make very good progress in the Nursery and by the time they are ready to commence full-time education in the Reception classes, their attainment is in line with the expectations of the Early Learning Goals in many areas of their learning. Children continue to make good progress in the Reception classes and by the end of the Foundation Stage, they are well prepared to commence their learning of the National Curriculum.
2. In Years 1 and 2, pupils make satisfactory progress in their reading and writing. In the national tests taken in 2002 (Key Stage 1 SATs), the pupils achieved results that were average in reading and writing and well below average in mathematics. When compared with similar schools, based on the number of pupils claiming free school meals, pupils reached standards that were well above average in writing, above average in reading and below average in mathematics. The proportion of pupils reaching the higher levels in the tests is below that found nationally. Over the past three years, the school has significantly raised the number of pupils reaching the expected levels in the tests in reading and writing, although standards in mathematics, while rising, have been well below average. The most recent teacher assessments in science indicate that the number of pupils who reached the expected level was average, but the number of pupils reaching the higher levels was well below average.
3. Inspection findings indicate that by the end of Year 2 pupils are reaching standards in reading that are in line with the average, but below average in writing. In mathematics, standards are below average, and in science, they are well below average. The difference between inspection findings and the 2002 tests in writing is attributable to the difference in attainment between the cohorts. Pupils make satisfactory progress in English, particularly when pupils' attainment in speaking and listening, which is in line with the national average, is taken into account. Progress in mathematics and science is unsatisfactory owing to the quality of teaching which does not take sufficiently into account the needs of pupils who could tackle more demanding and challenging work.
4. In the national tests taken at the end of Year 6 (Key Stage 2 SATs), the pupils achieved results that were below the national average in English and mathematics and well below average in science. When the results are compared with similar schools, standards were above average in English, average in mathematics and below average in science. The school has raised pupils' achievements in national tests in English and mathematics since its last inspection when the number of pupils reaching the expected levels in the tests was well below average. Standards in science have dipped, however. Since the school's last inspection, improvements by pupils in the national tests have been in line with that seen nationally.
5. Inspection findings indicate that by the end of Year 6, pupils reach standards that are in line with the national average in English, below average in mathematics and well below average in science. Pupils make good progress in English. Good opportunities are often provided, for example, for pupils to participate in discussions and class debates, and this ensures that they develop the skills of listening effectively and productively to each other. In reading, pupils make satisfactory progress in their ability to read with expression and they have a secure understanding of the worlds and styles of authors who write for pupils of this age. In writing, pupils demonstrate a secure understanding of how writing can be for different purposes and for different reasons. Good opportunities are provided by teachers for pupils to develop and practise their writing skills in other subjects and some teachers make imaginative use of ICT to support the pupils' writing development.

6. In mathematics, pupils make satisfactory progress as they move through the classes, although the progress is often more marked in the upper Key Stage 2 classes where the teaching is often very good. Pupils understand well the relationships between fractions, decimals and percentages and many are able to work out the answers to problems using a range of different methods including rounding, estimating and partitioning groups of numbers. Pupils make satisfactory progress in their understanding of shape, space and measure. They can explain the difference between area and perimeter and use simple formulae to work out, for example, the amount of carpet needed to cover an irregular shaped room. Pupils make satisfactory progress in their understanding of how numerical data can be presented in the form of tables, charts and graphs.
7. Pupils make insufficient progress in science. While a scheme of work has been introduced for science, the school's procedures for assessing and monitoring pupils' progress are too recent for them to have had an impact in giving teachers clear information as to the precise stages of pupils' development so that pupils' learning can be more effectively planned. Some teachers make good use of investigation work to support pupils' learning of different scientific themes and concepts but in the main insufficient use is made of open-ended investigations to probe and challenge pupils in their learning of science.
8. Standards in ICT are in line with expectations at the end of both key stages and pupils make satisfactory progress. As they move through the school, pupils make good progress in their understanding of how, for example, the Internet can be used to locate and retrieve information from sources worldwide. Some good use is made of word-processing programs and by the time they leave the school, pupils have gained a good understanding of how text and graphics can be combined and manipulated in order to give their finished work a more pleasing appearance. Good use is made of ICT to support learning in other subjects. Standards in art and design are above expectations at the end of both key stages. Pupils make good progress in their understanding of the works of different artists. Good emphasis is placed by the school on ensuring that pupils use a range of different media to create and explore works of art. Pupils regularly use clay and the resulting work that is often produced by pupils is of a very high standard.
9. At the end of both key stages, pupils reach standards that are in line with expectations in design and technology, geography, history, music, physical education and religious education. Pupils make satisfactory progress in these subjects as they move through the school. The school has made good progress in raising standards in design and technology by pupils at Key Stage 2 since the last inspection when they were judged to be well below expectations. In physical education, pupils often make good progress in the development of their gymnastic skills and often reach standards above expectations in this aspect of their learning.
10. The provision made for pupils with special educational needs is good. Individual education plans have appropriate and manageable targets which pupils are able to meet through learning activities that are well focused on their particular needs. Pupils often receive good support in class from teachers and learning support assistants who work carefully alongside teachers in supporting the pupils who have particular needs. As a result, the pupils who have been identified as having a particular academic learning need often make comparable progress to their classmates. The attainment of pupils who have been identified as needing additional support owing to their behavioural needs make satisfactory progress in the main; however, some of the older junior pupils find it difficult to meet the expectations that teachers have of them in respect of their behaviour and this impedes the overall pace of their learning in lessons.
11. Pupils with English as an additional language make satisfactory progress as they move through the school. Higher-attaining pupils at Key Stage 2 often make good progress, but those at Key Stage 1 do not always make the progress which they are capable of, particularly in mathematics and science because the work that is set for them is insufficiently challenging.
12. Evaluation of the Year 6 National Curriculum tests indicates that there is a significant difference in attainment between the boys and girls, with the boys doing better than the girls in English, and mathematics, with less difference noted in science. While there is no significant difference at the end of Key Stage 1, the boys continue to outperform the girls as they did at the time of the last

inspection. No discernible difference between boys and girls was noted during the current inspection. The school is aware of the difference and has plans in place to ensure that the differences in attainment are more closely monitored.

13. The overall picture of attainment at the school is one where standards have risen in English and mathematics, with the school now in the position where standards are rising in line with those seen nationally. Standards in these subjects have risen considerably since the last inspection when it was judged to be underachieving. In addition, the school is well aware of the need to raise standards and the level of pupil performance in science to those seen in English and mathematics. The school set challenging targets for pupils to reach in the National Curriculum tests for 2002. In reality, those set proved too demanding and the school fell short of reaching the targets agreed with the local education authority.

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

14. Pupils' attitudes are very good. Most look forward to coming to school and are happy, polite and very eager to talk to visitors. Standards of behaviour in lessons and around the school are good.
15. In lessons, most pupils are very enthusiastic learners who listen and respond well and are very keen to participate. In a Year 5 mathematics lesson pupils were so eager to answer questions that they waved their hands in the air desperately trying to attract the teacher's attention. Even the youngest pupils in the Nursery understand the routines and what is expected of them and readily comply. They showed their eagerness to learn in a lesson with number rhymes where some overcame their initial shyness to perform in front of the whole class. After the performance they were rewarded with applause from the class and clearly appreciated this. Pupils' eagerness to learn is also illustrated in the high level of participation in the numerous extra-curricular activities and the earnest attitudes they have to these. Most pupils settle to work quickly at the beginning of lessons and concentrate well on their individual or group tasks without direct supervision. In the lower ability streamed classes though, some pupils are only able to concentrate for very short periods despite the efforts of teachers. Most pupils work well collaboratively in groups and pairs.
16. Pupils' behaviour around the school and at lunchtimes is good. They play happily together in the three age-related playgrounds and most are aware of the needs of those around them. Their behaviour in whole school situations such as assemblies is good. They walk quietly into the hall and listen attentively. Most pupils are eager to talk to visitors and delight in sharing their experiences. The few instances of bullying that take place are mostly verbal rather than physical bullying and most parents feel confident in the school's procedures for dealing with this. One parent spoke of how quickly her children had settled in since being transferred from another school where they had been bullied and is delighted they are so much happier here. No incidents were observed during the inspection. There were five fixed period exclusions last year involving boys with challenging behaviour who have now moved on.
17. Relationships are good. Most pupils relate well to their teachers and with each other. Racial harmony is good. Most pupils, from the youngest in the Nursery, enjoy being given responsibilities and carry these out earnestly. Through the school council, which meets each week, pupils have the opportunity to contribute to decisions on school rules and other aspects of school life. Responsibilities increase as pupils move through the school with the 'Buddy Reading' scheme where pupils in Year 5 take pride in producing their own books for younger pupils. Pupils' attitudes and behaviour have been maintained since the last inspection and the high standards have a positive effect on their learning.
18. Attendance is unsatisfactory, with figures below the national average. Unauthorised absence is above the national average. There were a few poor attenders last year who skewed the overall figures. Recent records show that most of these have considerably improved their attendance this year with support from the school Pupil Support Worker and the Educational Welfare Service. There are also significant absences in term time because of family holidays. Several pupils were absent in the early weeks of the autumn term this year for this reason despite the firm line taken by the headteacher. Punctuality at the start of the school day is good and most lessons start on

time. Attendance is slightly worse than at the time of the last inspection. For the majority it is satisfactory and for many good, but for the few poor attenders their learning is adversely affected.

## HOW WELL ARE PUPILS TAUGHT?

19. Teaching is good overall, and as a result most pupils work hard and have very good attitudes to their work. The quality of teaching has improved since the last inspection, with a greater number of lessons being very good or excellent. During the inspection, teaching was excellent in five per cent of the 76 lessons seen, very good in 24%, good in 42% and satisfactory in 25%. Unsatisfactory teaching accounted for four per cent of lessons. The high quality of teaching in the Foundation Stage has been maintained, and teaching is good in Years 3 to 6, with instances of very good and excellent lessons in all year groups. The teaching of science at both key stages is unsatisfactory. The quality of teaching during Years 1 and 2 has declined, but is satisfactory overall, although there are weaknesses in science and mathematics.
20. Teaching in the Foundation Stage is very good. As a result, the young children settle quickly and learn new ideas rapidly. The next steps in each child's learning are carefully planned and are based on a secure evaluation of what has already been mastered. Teachers have a high level of expertise and a very good understanding of how young children learn, and good use is made of structured play to reinforce ideas and concepts. Sessions are made lively and interesting, activities are well organised and resources are used imaginatively. As a result, the children are well motivated, concentrate and work hard. Children are praised and encouraged to try their best and they become confident learners. Staff are skilful in questioning children as they work and they take every opportunity to move their learning forward. Good use is made of assessment information in planning the children's subsequent learning and this ensures that they undertake work that reflects their age and ability.
21. The overall good quality of teaching in English and in literacy is having a significant impact on pupils' learning. Teaching during Years 4, 5 and 6 is very good, with some examples of excellent teaching. Standards in marking have improved since the last inspection, and most work is thoroughly marked giving pupils guidance for improvement. Teachers refer regularly to pupils' individual literacy targets and this positive practice contributes to the good progress pupils make.
22. Teaching is unsatisfactory in science across the school and in mathematics in Years 1 and 2. Although almost all lessons observed during the inspection were at least satisfactory, and at times good, the impact over time on learning is insufficient. Too little is expected of the lower ability groups in mathematics during Year 2. Teachers do not build effectively on the average standards achieved in the Foundation Stage. In science, teachers' expectations are generally too low across the school, both in terms of what pupils are capable of learning and in the standards of written work. Lessons in science are not linked well enough to the National Curriculum levels and do not cater adequately for the wide range of ability within each year group. As a result, higher-attaining pupils are asked to complete the work that is set for lower-attaining pupils which hinders their learning.
23. At both Key Stage 1 and 2, the best lessons have many strong features. They are thoroughly planned and prepared and resources are used imaginatively to stimulate and motivate the pupils. Activities are purposeful, interesting, relevant to the pupils' needs and often make a strong contribution to the pupils' personal development. This was seen in the very imaginative work in geography in Years 3 to 6 where the pupils have developed a good understanding of and interest in local and environmental issues. Teaching is often lively and enthusiastic and the teachers draw on their good subject knowledge to extend pupils' learning. Questioning is often used very skilfully to challenge pupils of all abilities to discuss and think about their work. The teachers are often skilful in motivating pupils and in ensuring that lessons move at a good pace. In an excellent science lesson on the concept of magnetism in Years 3 and 4, for example, the teacher effectively

introduced an element of competition and variety to an experiment. Her lively and enthusiastic approach harnessed pupils' natural curiosity, but at the same time she ensured that the pupils' excitement was focused on learning and used positively.

24. Teachers have generally high expectations of how pupils should behave. They generally use praise and encouragement effectively, valuing pupils' efforts and contributions and inspiring them to try hard. In one Year 2 lesson seen during the inspection, pupils were not managed well, the class was unsettled and restless and the pace of learning was unsatisfactory. The purposeful relationship between the teachers and their classes is a significant factor in many of the good lessons. The teachers work very hard to develop pupils' interest and self-esteem and to manage several pupils whose behaviour is potentially disruptive. As a result, many of the less able pupils are prepared to try hard and focus on their work.
25. A common shortcoming in otherwise satisfactory lessons was that the pace of the lessons and pupils' learning slowed at times. This occurred in some science lessons where the sessions were too long. In mathematics the pace of some plenary sessions was too leisurely and not enough was done to ensure that all pupils were involved and challenged.
26. Teaching for pupils with special educational needs is often good and as a result they have full access to the curriculum. Guidance, both from teachers and support staff is generally good. Activities are usually varied appropriately to cater for the needs of the less able, or those with special educational needs. Support staff are well deployed and have a positive impact on pupils' learning. A support assistant has been appointed recently to support higher-attaining pupils in mathematics and early indications are that this is a positive move. Although the school has few pupils at the early stages of learning English, those there are well supported in lessons and make good progress in their confidence in using both spoken and written English.
27. There is good teaching in some other subjects. In art and design, teachers know their subject well and the expertise of individual teachers is put to good use. The co-ordinator for physical education often teaches other classes, while at the same time the art and design co-ordinator may teach his class for art and design. The teachers' high level of confidence often enthuses the pupils to produce good work and they respond well to the challenges that are set them. At Key Stage 2, the teaching of geography is good. The various topics and themes are well planned and pupils are encouraged to learn about geography through direct, first-hand experience. This includes trips and visits to places of geographical interest and results in pupils making good gains in their knowledge about the impact man has on the world in which we live.

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

28. The last inspection report stated that the school's curriculum was broad and generally balanced and mostly met the requirements of the National Curriculum. With the exception of English and mathematics, there was an identified need to improve the effectiveness of planning in all other subjects. Design and technology was without materials to help teachers plan to improve work for pupils' design and making skills. These issues have been dealt with satisfactorily. The curriculum is now planned in line with the latest national guidance. All subjects have policies and schemes of work. Computers are being used effectively to support learning in literacy, numeracy, art, geography and history, although there is still a need to ensure that ICT is used regularly and consistently in daily lessons.
29. The curriculum offers children in the Foundation Stage classes a very stimulating programme of learning experiences, which provides a good balance between structured imaginative play and more formal work. It is based on the recommended six areas of learning and gives the children a very secure start, developing positive attitudes to learning and good preparation for work in Year 1.

30. The school's approach to educational inclusion matches its aims and values and is satisfactory for most pupils. The provision made for pupils with English as an additional language is secure. The curriculum for pupils with special educational needs is planned well and all have access to the full National Curriculum. They have individual education plans that highlight their needs. Specific learning programmes that set targets for improvement are shared with both pupils and their parents. These plans are reviewed termly. A support worker provides good support for those with behaviour difficulties. From Year 1, pupils are streamed into higher and lower-achieving classes according to their ability. In practice, this means that pupils remain in the same class for all subjects, whatever their ability in each subject. Those in the lower ability classes do not have sufficient opportunities to benefit from the input of higher-achieving pupils and vice versa. The main weakness in the school's planning for educational inclusion is in its lack of appropriate challenge for higher-attaining pupils in mathematics and science at Key Stage 1 and for those with particular gifts or talents across the full curriculum.
31. The school has positively implemented the strategies for literacy and numeracy. The Literacy Strategy is very successful in developing the pupils' basic skills and it has had a positive impact on raising standards in English by the end of Year 6. Planning and implementation of the curriculum is monitored by the deputy headteacher and the subject co-ordinators: appropriate action plans are produced by the co-ordinators to identify further areas for improvement across the curriculum.
32. Good provision is made for health education and drugs awareness. This is incorporated effectively within the personal, health and social education programme. (PSHE) Pupils are made aware of the abuse of drugs through the sensitive handling of issues in lessons. The school has gained a Healthy Eating award and produced a useful scheme for sex education and relationships, in partnership with other local schools. The governors have adopted an appropriate policy for sex and drugs education and review its effectiveness annually.
33. The overall provision for pupils with special educational needs is good. The support given within classes generally allows pupils with special educational needs full access to the range of learning activities provided. Within literacy, the support is relevant to their needs and teaches them skills that help them to access the full curriculum. The provision made for pupils with behavioural needs, through the pupil support unit, is very good; its effectiveness is shown in the overall good behaviour and attitudes shown in lessons.
34. The curriculum develops tolerance, respect and good behaviour: it provides appropriate opportunities for pupils to listen courteously to each other and promotes their understanding of right and wrong. For example, in a PSHE lesson in Years 3 and 4, pupils' responses to a person found stealing showed that they clearly understood the importance of ensuring fairness and protecting everyone's rights. There is a positive ethos, securing a warm, encouraging and caring environment for learning.
35. The curriculum is enriched by the provision of an excellent range of learning opportunities that take place at lunchtime, before and after school, as well as on Saturdays and during the school holidays. These include a good number of sports clubs, homework, breakfast, art, French, music, conservation and gardening clubs. They are all keenly attended. School holiday club activities provide a wealth of different experiences for the pupils and are carefully planned, enthusiastically led and positively supported. Annual residential visits for pupils in Years 5 and 6 give older pupils access to outdoor adventure activities and develop their self-awareness and ability to respond to the needs of others. Visitors to school who enhance the curriculum include theatre groups, local ministers, artists, musicians and grandparents, who talk about their past experiences.
36. The school has established good links with other primary schools and the local secondary school. A number of constructive initiatives have been set up in partnership with these schools, encompassing a sex and relationships education policy, a modern foreign language project and a bi- annual book week, in which different schools focus on an aspect of literature and the others are free to visit and gain from what is provided. There are good links with pre-school groups through the helpful setting up of a Family Learning Centre that is well used by parents. This includes a

parent and toddler group, which helps to provide a smooth transition as the children move into the Nursery.

37. There are good links with the community that support the pupils' personal development and learning. Parents volunteer their time to help in classrooms. The Parents and Friends Association raises extra funds which are used for the benefit of the pupils. A number of local businesses provide opportunities for the pupils, for example to visit a publishing house for the local newspaper and an open day at a local chemical factory. The school has received an Environmental Award for its work on creating a Millennium Wood within the school grounds. The school council has been successful in raising money for bike sheds, which was supplemented by the local council.
38. The overall provision for the spiritual, moral, social and cultural development of all pupils is good. Observations of life throughout the school indicate that all teachers and ancillary staff support the aims of the school that help pupils to develop physically, intellectually, spiritually and emotionally. Overall, this provision has improved since the last inspection.
39. Provision for pupils' spiritual development is good. Collective worship is used appropriately to promote a sense of wonder and time for reflection. Assembly themes are aptly planned to be mainly Christian in character, but include festivals from all the main world faiths. This is an improvement since the last inspection. Themes such as Remembrance Day effectively assist the pupils to consider what it was like during the war. This is fostered, for example, through the help of a letter written by a soldier to his family, but who died before it was received. Time to reflect on pupils' own beliefs, values and experiences is regularly provided in the majority of classrooms and in other subjects of the curriculum. For example, in a science lesson in a Year 3/4 class, there was a clear sense of awe and wonder during an experiment with magnets when a nail pointed to magnetic north. The excitement was obvious when one pupil exclaimed, *'Miss, this is really fun!'* Scrutiny of displays around the school show that the pupils are given opportunities to consider their feelings and emotions and to make simple evaluations of friendship as in Year 1, when one pupil wrote, *'I like you because you play with Jessica and me.'*
40. Provision for the pupils' moral development is good. This provision has been maintained since the last inspection. It is reinforced by the personal example provided by the staff. A strong moral code is the basis for acceptable behaviour and this is consistently emphasised throughout the day-to-day life of the school. Pupils are clear about the impact of their actions on the environment. For example, in a geography lesson in Year 4, one pupil said, *'Really, we shouldn't throw anything away in the bin...almost everything can be recycled.'* Others write letters of complaint to manufacturers with such thoughts as, *'We heard you invented silver coca-cola bottles that unfortunately can't be recycled.'* Pupils are held individually responsible for their responses and they are successfully helped to manage their behaviour and anger through, for example, well-planned group discussions and effective role-play. There is a solid framework of values that encourages pupils to distinguish right from wrong. Annual community projects, such as 'Rhyme against Crime' contribute well to this area. Pupils are commended for their achievements in assembly and appropriate emphasis is placed on celebrating positive behaviour.
41. Good provision is made for developing the pupils socially. There is a positive emphasis on consideration, tolerance and understanding that promotes socially acceptable attitudes. This provision has been maintained since the last inspection. A well-organised school council, with representatives elected from all classes from Year 2 to Year 6, makes a positive contribution to the pupils' social development. It provides good opportunities for the pupils to take responsibility for their actions and the decisions they make. The chair of the council sums up their thoughts about it by saying, *'We try to make the place as best as we can.'* Teachers are both professional and caring and there is clear evidence of positive and successful relationships between pupils and staff, particularly in Year 6. A paired-reading activity between Year 4 and Year 6 effectively promotes the pupils' sharing of reading skills. Annual residential visits appropriately enhance older pupils' social development through planning, sharing and amicably working together. Pupils are encouraged to participate in the community, for example, in their support of eight local charities

and in invitations to old people in the community to come to the harvest festival and other concerts.

42. Good provision is made for pupils' cultural development. This is an improvement since the last inspection. Pupils are given effective opportunities to learn more about their own cultural traditions and heritage, for example through local studies of the environment, visits to places of interest and through Christmas productions. Visits from local musicians, artists in residence and travelling theatre groups further enhance the pupils' learning and development in this area. An effective modern foreign language project is currently being piloted by the school, which positively develops links with the local secondary school, a language college, to develop the pupils' ability to speak French. In addition, the school is seeking to put together a successful action plan to gain an International School award in the New Year. Although multi-cultural links are limited within the locality, the school seeks to compensate for this by inviting visiting speakers from those representing different cultures to widen the pupils' experience of Britain's multi-cultural society. For example, members of the Jewish and Hindu faith communities shared their faith with the pupils in assemblies through the use of artefacts and spoke of special festivals, such as Diwali.

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

43. Chase Lane School looks after its pupils well, offering a very good level of personal care. It is a happy school where pupils feel valued as individuals. Pupils like the fact that each of them receives a birthday card from the headteacher which makes them 'feel special'. There is an ethos of care and consideration. Teachers and staff know the pupils well and are committed to their well-being. Parents talk appreciatively of the good care and support that the pupils receive at school, particularly in the Nursery and Reception. Most children settle in very happily and they quickly become familiar with established routines, which help them to feel secure. The Nursery gives children a very good start to school life.
44. More obvious special educational needs are identified in the Nursery. In Reception, possible needs are identified from baseline assessments, and the progress of these pupils is carefully monitored before they are placed on the register. The co-ordinator, in consultation with teachers, draws up individual education plans. Realistic and manageable targets that are reviewed regularly are set for pupils. Careful ongoing records of progress are kept with samples of work as evidence. Parents attend reviews and pupils are involved in setting their own targets. The help and support of outside agencies is sought as required. Pupils with behavioural needs receive very good support through the pupil support unit. Through initiatives such as social support and anger management groups, and passports to good behaviour, led very effectively by a support worker, pupils become more aware of their own feelings and behaviour and how they can manage them.
45. Child protection procedures are thorough. They adhere to the local authority guidelines and teachers are instructed in how to follow these through.
46. The school expects pupils to behave well and has an effective and consistently applied policy, which includes clear anti-bullying strategies and which produces good results. Pupils with poor behaviour are monitored thoroughly through the report card system and the pupil support worker (PSW) works closely with parents. Pupils are invited to join the 'Why don't you' after school club run by the PSW which focuses on specific behaviour targets for individuals. This new approach initiated a year ago has proved to be successful in improving the behaviour of challenging pupils. Exclusion is used as a last resort and the school gives family support for excluded pupils. Extra effort and good behaviour are rewarded and celebrated at special assemblies each week. The good level of supervision at lunchtimes promotes good behaviour in the playground and several staff are qualified in first aid should accidents occur. Parents appreciate the efforts of the school to promote good behaviour.
47. Monitoring of pupils' personal development is very good and is particularly strong in the Nursery. Teachers know the pupils well and there is constant sharing of information both formally and informally. The headteacher monitors records and gives feedback to teachers, sharing examples

of good practice. Personal development is promoted through the personal, social and health education curriculum which is appropriate to the pupils' maturity and understanding. The added responsibilities given to pupils as they progress through the school acknowledge their increasing maturity and encourage them to develop an increasing awareness of the needs of others.

48. Monitoring of attendance is very good and has improved since the last inspection. The Pupil Support Worker plays a vital role in monitoring and evaluating attendance each day using data from the computerised system. Pupils with attendance problems are identified quickly and given personal support and targets through the 'Why Don't You' club and help from the Educational Welfare Service where necessary. The first day phoning system has been successful in reducing the rate of unauthorised absence since it was introduced this term.
49. Support for pupils joining the school and for those moving on to secondary schools is very good. Most pupils join from the Nursery which establishes very good contact with the family, and parents and children have opportunities to visit beforehand. There are good links with Harwich Language College with reciprocal visits and curriculum links.
50. Health and safety procedures follow the local authority guidelines and risk assessment is carried out regularly. There were no issues of concern raised during this inspection.
51. The school has maintained its good level of support since the last inspection and has improved its assessment procedures, though there is still room for further development of assessment procedures and the use to which the information gathered from these is put when planning learning. The procedures for assessing pupils' attainment and progress, and the use made of these in planning future learning are satisfactory.
52. In English, the results from national and optional tests and from regular spelling and reading tests show pupils' developing levels of attainment. In mathematics, national and optional test results and end of unit assessments provide this information. The school is just starting to use a computer-tracking program to plot pupils' progress in these subjects that will predict levels for them to work towards and enable teachers to plan more precisely. In science, art and design and design and technology, assessments have started to be made and recorded at the end of units of study, but they are not yet enabling the school to track progress, to set future targets and to plan work accordingly. There are not yet any formal assessment procedures for other subjects, although some evaluation of learning is made on individual teachers' planning sheets.

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

53. Parents responded very positively to the questionnaire and at the parents' meeting about most aspects of the school. In each case, though, the numbers responding were relatively small. Nearly all parents who responded said their children like school, are making good progress, are helped to mature and that behaviour and teaching are good. The areas that parents felt less happy about were the information they received about their children's progress, how closely the school works with parents and the range of extra-curricular activities available. The inspection findings support the parents' views on all aspects, except two. Their concern about the range of extra-curricular activities is unfounded and these are judged to be excellent. The school works closely with parents and very much so with the families of those pupils with special needs.
54. The school's links with parents are very good. Parents are encouraged to meet their children's class teachers after school each day if there are problems and before school if necessary. In talks with groups of parents during the inspection, they were very happy with the opportunities to talk with staff and value the open door policy. The strong links with parents begin with a home visit by the Nursery teacher, a meeting for new parents followed by regular opportunities to attend assemblies and school productions. The home school diaries and parents' notice-board give opportunities for day-to-day contact. Parents were also invited to observe lessons over a four-day period.

55. The quality of information provided for parents is good. They receive regular newsletters and are given curriculum information by each class teacher at the beginning of term and on curriculum days. The prospectus and the governors' annual report are informative. Reports give details of what pupils know and can do, and are very personal to the individual child, but not all say how pupils can improve. Greater consistency in the quality of reports would help to allay the concerns of a few parents who would like more information on their children's progress.
56. Parents' involvement in the school is very good. There are many volunteers who work in classes and accompany school trips. Attendance at parents' consultation evenings and school events is very good. Parents are keen to serve the school as governors and support the work of the Parents and Friends Association very well. All parents sign a home school agreement when their child starts school. Most parents support their children's work at home very well. This is confirmed through the results of homework monitoring.
57. The Family Learning Centre on the school site gives opportunities for parents to develop their own learning and in so doing offer greater support for their children's learning. Over 120 parents attended courses at the centre during the last year. These covered a variety of subjects such as computing, literacy, numeracy, assertiveness and a parent helper course. The centre is a vital link in encouraging parents to become more involved in the life of the school.
58. The overall effectiveness of the schools' links with parents is very good and this strength is of great benefit to all the pupils.

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

59. There is good leadership and management of the school. The headteacher, appointed just prior to the school's previous inspection, has led the school well in tackling the issues identified in the earlier report. As a result, the quality of teaching has improved and this has led to rising standards and improved performance by pupils in National Curriculum tests. The senior management team ably supports her and the headteacher continues to provide clear educational direction for the school as well as enjoying the full support of the staff, parents and Governing Body. As a result of the headteacher's leadership, and the work of an industrious and dedicated staff, the school is no longer under-achieving and is well placed to build on its strengths and raise standards further. The recent granting of the Investors in People Award adds further testimony to the strong team spirit evident in the school.
60. The senior management team meets regularly to discuss issues as the first step towards involving staff closely in decisions about school management and agreeing areas for review and development. The views of staff are regularly taken into account before pursuing an agreed course of action; staff feel that their views are actively listened to and acted upon. Co-ordinators are in place for all subjects of the curriculum and the headteacher, over and above arrangements for performance management, regularly holds individual meetings with staff to review their work. From this, a programme of staff development is determined that successfully takes into account both the school's priorities and the professional development needs of the co-ordinators. Co-ordinators effectively undertake their duties including the monitoring of teaching and learning in some subjects. The numeracy co-ordinator, for example, has evaluated the quality in all classes of the opening session of the numeracy hour and the impact of the teaching on pupils' learning. From this came agreed action points about how these sessions could be made more effective. In the main, the monitoring of teaching and learning has been directed towards the teaching and the standards pupils reach in English and mathematics. The school has plans in place to extend the role of the co-ordinator in terms of monitoring and evaluating teaching and learning in their areas of responsibility. The quality of teaching also benefits from the effective management and deployment of teachers' individual expertise in certain subjects. The physical education co-ordinator, for example, often teaches the subject to other classes while the art and design co-ordinator reciprocates. Pupils benefit from the skills and knowledge that individual co-ordinators

possess and this has a positive impact on their progress in the subjects where these arrangements are in place.

61. The school has boosted considerably the arrangements by which the end of key stage tests results are evaluated so that areas for further development can be identified. Although on the basis of National Curriculum test results, pupils' attainment is below average in English and mathematics and well below average in science, standards have steadily risen over the past four years with increasing numbers of pupils reaching the expected levels in the tests at both key stages. There has also been an increase in the number of pupils reaching the higher levels in the tests and this has had a positive impact on the standards reached by pupils when compared with similar schools. In order to achieve this, the school, following the last inspection, reorganised classes in both the infant and junior departments to enable pupils of similar ability to be taught in one class for all subjects. While the school's data indicates that this has led to improvements by higher-attaining pupils in the national tests, the grouping arrangements in some classes mean that some classes consist primarily of lower attaining pupils. Some of these pupils demonstrate quite challenging behaviour. While teachers are sufficiently confident and able to manage this effectively, evidence from the inspection suggests that the pace and impact of teaching in some lessons is lessened owing to the need to pause and remind pupils of the importance of listening effectively to one another.
62. The Governing Body makes an appropriate contribution to the quality of leadership and management at the school. Since the last inspection, governors have increased their scope and influence in the school and are effective in fulfilling their legal responsibilities. They are kept fully informed about developments in the school by the headteacher and by making both formal and informal visits. The governors regularly discuss the school's performance in the national tests and are involved in the target setting procedures. The governors play a full and active part in discussing and formulating the school development plan, the quality of which is good. It provides a clear rationale for the school's future direction and it is regularly evaluated to measure how effectively the plan's initiatives have been implemented. Overall, the governors are effective in fulfilling their role as a 'critical friend' of the school.
63. The school has secure arrangements for ensuring that the budget is managed efficiently. To assist in this, it has appointed a full-time administrator to oversee day-to-day arrangements for organising the various elements of the school budget. Care is taken to ensure that the budget supports the future direction of the school. For example, plans have been devised and are about to be implemented to reorganise the current dining facilities to provide an additional classroom. This will take away the need for one of the current Reception classes to be taught in a central area where other pupils often have to walk around the children to get to their own classrooms. The costs for this project and the impact the new facilities will have on day-to-day organisation have been clearly and sensitively thought through. Systems are in place to ensure that monitoring of the cost-effectiveness of spending decisions is regularly undertaken. The school is very proactive and successful in gaining access to various funds and grants from different organisations. By applying to the National Lottery for a particular sports award, for example, the school has been able to provide a very good range of extra-curricular activities for pupils in the junior years. The school's membership of the Clacton and Harwich Education Action Zone provides access to grants in order to provide a computer suite. The implementation of this has been managed well and it is used often at many points of the day including after school in order to provide an out-of-school club. Further grants have been obtained from the Learning Skills Council and the local education authority in order to fund the 'Family Learning Centre' and these have had a positive impact on the school's links with parents. Other grants such as those to support pupils with special educational needs or staff development are used well to assist school development.
64. The provision for special educational needs is well managed by the co-ordinator. She is fully aware of the new Code of Practice and has a clear picture of the needs within the school and of how they are being met. She meets regularly with the special needs and classroom assistants to discuss any concerns over pupils and the provision made to meet their individual requirements. Arrangements for pupils with English as an additional language are equally secure and the pupils concerned have their needs well met.

65. The school has an equal opportunities policy and in the main the principles that underpin this are well met. All pupils are treated fairly and equitably and are strongly encouraged to play a full and active part in the school and what is organised for them beyond the school day. Some pupils are given additional support through the practice of withdrawal from lessons. This is effectively managed, and undertaken during literacy or numeracy sessions, which are the main lessons in which pupils require such support. The school has a clear policy for the promotion of racial harmony which gives an effective overview of how people from different cultural backgrounds are to be treated with respect and tolerance.
66. The school has an appropriate number of teachers and support staff to ensure that the National Curriculum can be effectively taught. Some teachers are new to the school having been appointed following the last inspection. In addition, two of the current members of teaching staff are being trained with a view to obtaining full teacher status. Induction arrangements are secure with staff having access to regular courses and additional training to support their needs. Learning support assistants are highly valued members of the school and demonstrate a strong commitment to the pupils. They work effectively alongside teachers and in some cases often support pupils in small groups away from the class. Many of the support staff make a further contribution to the quality of pupils' everyday learning by either organising or taking part in various out-of-school activities including, for example, participation in the yearly residential trip that is organised for Year 6 pupils. The work they undertake has a positive impact on pupils' progress. The school administration team effectively supports the school's work and ensures that the day-to-day administration arrangements are smooth and unobtrusive.
67. The quality and range of the accommodation is good and used well to support pupils' learning. The accommodation for children in the Nursery is well maintained and is a bright and attractive learning environment. In the main building, classrooms are quite generous in area and allow space, for example, for pupils to participate in practical work. The school's computer suite is used at many points of the school day and is proving effective in raising standards in the subject. The introduction of lockers for junior pupils to put their personal belongings in ensures that corridor spaces remain free of clutter. The three playgrounds, a swimming pool and a field that is used for many sporting activities further enhance the quality of accommodation. The hall is used at many points of the school day for physical education, orchestra rehearsals, assemblies and school plays.
68. Resources are satisfactory, with those for ICT being good, although insufficient use is made of the classroom-based computers to support pupils in their day-to-day learning. Resources for children in the Foundation Stage are of high quality, reflecting the school's commitment to ensuring that the children have quality resources to support their learning. The school has made good use of the various grants given to schools to augment literacy and numeracy materials, and resources are well organised in classrooms. The school library is quite small given the number of pupils on roll. At present, it is more often used to support the teaching of pupils through smaller groups rather than as an area where pupils can go to in order to research topics or browse the literature that is there to support their day-to-day learning.

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

69. **In order to raise standards further, the headteacher, staff and governors should:**
- (1) **Raise standards in science at both key stages and mathematics at Key Stage 1 by ensuring that:**
- Assessment information is used effectively to plan the next steps in pupils' learning
  - Teachers' expectations are sufficiently high
  - Work planned for pupils matches their ability

- Teaching is effectively monitored.

(paragraphs => 2, 3, 19, 22, 25, 52, 92, 94, 95, 96, 99, 100-109)

- (2) Develop assessment procedures in subjects other than English and mathematics with a view to using the information gained to plan pupils' subsequent learning.**

(paragraphs => 51, 115, 122, 128, 133, 138, 143, 148, 154)

- (3) Promote amongst parents the importance of full and regular attendance by their children by not taking holidays during term time**

(paragraph => 18)

**The following less important issues should be included as part of the school's action plan:**

- Regularly review and evaluate the impact on learning of the current arrangements for grouping pupils
- Effectively monitor the difference in attainment at Key Stage 2 between boys and girls.

(paragraphs => 12, 29, 81, 93)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	4	18	32	19	3	-	-
Percentage	5	24	42	25	4	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	327
Number of full-time pupils known to be eligible for free school meals	-	56

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		42

#### 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	44
Pupils who left the school other than at the usual time of leaving	26

### Attendance

#### Authorised absence

	%
School data	5.5

#### Unauthorised absence

	%
School data	0.8

National comparative data	5.6
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National comparative data	0.5
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*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	21	23	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	19	19
	Girls	21	22	21
	Total	40	41	40
Percentage of pupils at NC Level 2 or above	School	91 (85)	93 (89)	91 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	19	20	20
	Girls	22	21	22
	Total	41	41	42
Percentage of pupils at NC Level 2 or above	School	93 (83)	93 (83)	95 (91)
	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	19	18	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	13	15
	Girls	14	12	16
	Total	28	25	31
Percentage of pupils at NC Level 4 or above	School	76 (71)	68 (67)	84 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	13	15
	Girls	14	12	16
	Total	29	25	31
Percentage of pupils at NC Level 4 or above	School	78 (69)	68 (71)	84 (79)
	National	73 (72)	74 (74)	82 (82)

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

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	295	2	-
White – Irish	-	-	-
White – any other White background	3	1	-
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	1	-	-
Black or Black British – African	1	-	-
Black or Black British – any other Black background	-	2	-
Chinese	-	-	-
Any other ethnic group	1	-	-
No ethnic group recorded	-	-	-

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 – Y 6

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	22
Average class size	25

#### Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	183.5

#### Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32.5

### Financial information

Financial year	2001/02
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	£
Total income	936 651
Total expenditure	922 529
Expenditure per pupil	2 883
Balance brought forward from previous year	26 989
Balance carried forward to next year	41 111

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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	325
Number of questionnaires returned	62

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	2	-	-
My child is making good progress in school.	58	40	2	-	-
Behaviour in the school is good.	40	50	2	-	8
My child gets the right amount of work to do at home.	40	44	5	-	11
The teaching is good.	60	35	2	-	2
I am kept well informed about how my child is getting on.	34	49	13	2	1
I would feel comfortable about approaching the school with questions or a problem.	61	32	3	2	2
The school expects my child to work hard and achieve his or her best.	61	35	2	-	2
The school works closely with parents.	42	38	13	2	5
The school is well led and managed.	53	38	2	2	5
The school is helping my child become mature and responsible.	47	48	2	-	3
The school provides an interesting range of activities outside lessons.	47	34	10	3	6

### Other issues raised by parents

No other issues were raised by parents.

## **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**

70. The school has sustained the quality of provision for children at the Foundation Stage reported at the previous inspection, and in some areas further improvements have been made. The Nursery is housed in a separate building. It has easy access to a secure outdoor area. This area is well equipped and is well used. The Reception class is housed in a central area between three classes in the main building. At the time of the inspection, there were eleven children in this class. Next term, when the numbers increase to 24, this area may well prove inappropriate for the children. This class does not have easy access to a secure, outdoor area. Three higher-attaining Reception children are currently accommodated in a Year 1 class. The absence of an easily accessible outdoor area for Reception classes prevents staff from including continuous physical and other outdoor activities when planning learning. The school has identified the need to provide an appropriate classroom for Reception-age children with an appropriate secure outdoor area attached. Plans are well underway, and funding has been identified for this provision to be made early in 2003.
71. Teaching is at least good; it is mostly very good and one excellent lesson was seen. This represents an improvement since the last inspection. Teachers plan carefully in line with the nationally recommended curriculum with the exception of continuous outdoor activities for Reception children; however, access to outdoor activities is time tabled for these children. Activities planned are of a high standard and appropriate for children in the Foundation Stage. All teaching staff have high expectations of what children can achieve through an appropriate curriculum.
72. Admission arrangements are sensitive to the needs of young children, and staff work hard to establish a good relationship with parents and to involve them in their children's learning. Admissions to the Nursery and Reception class take place each term. Assessments made by the staff indicate that when the children enter the Nursery, generally at age 3, their attainment is below national expectations for children of this age. By the time they enter Year 1, most have reached the standards expected nationally. They have made very good progress.
73. Very good provision is made for children with particular needs. Staff have worked hard to establish secure systems of assessment, which are used to inform the planning of activities. Support staff are well trained and work closely with the teachers. Their contribution has a beneficial effect on the progress made by the children. Very good leadership and management of the Foundation Stage promote the importance of this stage of children's learning. The work of the department is rigorously monitored and assessments are used to enhance the children's learning.
74. Overall, the Foundation Stage is a strength of the school. The children are receiving a very good start to their educational life.

### **Personal and social development**

75. Considerable emphasis is placed on the personal and social development of the children in the Nursery, Reception and Year 1 class containing Reception-age children. All children make very good progress in this aspect of their learning, including those with particular needs. By the time they enter Year 1, most children achieve standards in line with or above those expected. This represents very good achievement and reflects the sensitivity of staff to the need to develop the children's confidence. The teaching is very good. The development of confidence and independence is supported by the activities planned for the children. Children are very aware of routines. They are able to concentrate, take turns sensibly, work well together in groups and are learning to listen to each other in whole class sessions. Staff provide very good role models. All staff, including support staff, excel in the way they question and involve themselves with the children during activities. The children's spiritual and cultural development is fostered through

stories, discussions, assemblies and the general ethos which prevails in the Foundation Stage classes.

## **Communication, language and literacy**

76. All children, including those with particular needs, are making very good progress. Most are likely to achieve the standards expected in all aspects of language and literacy. A few Reception-age children are already working at Level 1 of the National Curriculum in some aspects of language and literacy, for example speaking, listening and reading. Teaching is very good and one excellent lesson was seen. The level of progress reflects the high quality of teaching children receive. Teachers in all classes recognise the need to develop speaking and listening skills; opportunities to intervene and question children to move learning forward are seldom missed. Elements of the literacy hour are taught in the Nursery and the Reception class; Reception-age children in the Year 1 class take part in the full literacy hour. Phonics are introduced using appropriate texts for the age and interest of the children. In addition, the school is following the Early Reading Research programme and an excellent lesson was observed where this programme was used as a basis for teaching. The lesson had pace and purpose, the children's interest was totally engaged and the learning was measurable. Most children in the Nursery can identify their name cards. The teacher introduces an element of fun into this by holding a competition to see who can remember the most names in the class. Children enjoy this activity and take pride in the success of their peers. In the Nursery, most children can attempt to write their own name. In the Reception class, most children can write their name legibly and all are able to make a recognisable attempt. Writing is encouraged throughout the Foundation Stage. Reception-age children know where to start on the page and are increasingly aware of how to form their letters correctly. Children are introduced to books very early. From the Nursery onwards, they choose books to take home and share with their parents. In Reception, more able children read simple texts with confidence and are beginning to apply their phonic skills to the text. In all classes, children are happy to share books with adults and to talk about what they have read.

## **Mathematical development**

77. The children, including those with particular needs, make very good progress as a result of the teaching they receive, which is mostly very good. This is an improvement since the last inspection. Most children are on target to achieve the nationally expected standards by the time they enter Year 1. From the Nursery onwards, children are encouraged to recognise and use mathematical language. Lessons are fun. This stimulates and motivates the children. Children describe the properties of shapes, for example, and they know that a rectangle has two long sides and two short sides. In a very good lesson observed in the Nursery, every opportunity was taken to further the children's learning in a structured and orderly way. The teacher's high expectations were reflected in the progress the children made. In both the Nursery and Reception classes, group activities provided in follow-up sessions reinforce and extend the learning that has taken place. Children are encouraged to record their findings, with the teacher in the Nursery, and independently in the Reception class. In all classes, high quality, appropriate resources are available and are well used to support learning. Teachers and support staff intervene effectively to move learning forward. In the Nursery, music is particularly well used to support learning in the subject.

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

78. The school has sustained the levels reported at the last inspection. Teaching is very good and as a result, children are on target to achieve nationally expected standards by the time they enter Year 1. In the Nursery the children join the teacher in making ooblek with water and cornflour. Teacher questioning about the properties of the mixture, what it felt like and how it was different to playdough, was of a very high quality. The outdoor facilities are used to support learning in this aspect of the curriculum. Nursery children could explain that the sand outside had to be wet because it was a very windy day and if it was dry, it would blow into their eyes. In both the

Nursery and the Reception classes, children have the opportunity to cook. During the inspection, children in the Reception class made jelly. They knew that the jelly needed to be in a cold place to set. They also knew that when set, it would turn out in the shape of the jelly mould. The process of change is discussed with them. In both classes, they are made aware of the importance of washing their hands first. The lack of ready access to a suitable outdoor area limits the provision for children in the Reception class in this area of the curriculum. In both classes, children have opportunities to use the computer. They know how to control the mouse and how to change the screen's colour.

## Physical development

79. Children make very good progress in their physical development. Teaching is consistently good or better; as a result, most children achieve the expected standard by the time they enter Year 1. The use of the outdoor area attached to the Nursery to develop the physical activities of the children is very good. There is an excellent range of equipment in the Nursery outdoor area, which now includes climbing apparatus. Staff support the children in their use of the equipment to develop their gross motor co-ordination skills. Children manage the large wheeled toys confidently. They take turns and share equipment happily. Reception class children have limited access to this equipment. One physical education lesson for the Reception class was observed in the hall. They were able to dress and undress independently. The children were learning to move in different ways. The 'warm-up' and 'warm-down' sessions were good and the children were encouraged to link movements with identified parts of the body. The lesson was also linked to their literacy work on *Elmer the Elephant*. The teaching was good and the teacher used demonstration particularly well to move learning forward. In all classes with Foundation Stage children, teachers are careful to teach the skills required, such as how to cut safely. Support staff make a valuable contribution to this aspect of the children's learning.

## Creative development

80. The children are on target to achieve the early learning goals by the age of five. This reflects the very good teaching they receive. Progress is very good. Activities provided for the children when they enter the Nursery ensure that they receive a wide range of experiences, which support the development of their creative skills. They handle paintbrushes and paint with confidence, they cut and glue carefully. Role-play areas are provided. During the inspection the role-play area was linked to the literacy work the children were doing on *Mrs Wishy Washy*. Creative activities are extended in the Reception class. Lessons are very well resourced with equipment of a high standard; these resources inspire use and support learning. Children were observed making individual *Elmer the Elephant* collage pictures; the quality of teacher support and questioning during this lesson greatly enhanced the learning opportunities for the children. In both the Nursery and Reception classes, displays are used to reflect the activities in which the children have been involved. Children know that staff value their efforts and they strive to do better. Support staff are deployed well and give very good assistance. All of the activities on offer are designed to support learning and sustain the children's interest. Design and technology is introduced through food technology. Music is used to support many activities. It is particularly well used in mathematical activities. Children join in number rhymes with great enthusiasm in both classes.

## ENGLISH

81. The results of the 2002 National Curriculum tests show that the proportion of 11-year-olds reaching the expected standard (Level 4) was below the national average, while the proportion of seven-year-olds reaching the expected standard (Level 2) was average. When compared with similar schools pupils' performance at the end of Year 2 was well above average in writing and above average in reading, and by the end of Year 6 it was above average in English. Test results are higher than the previous year. Over time, the school's National Curriculum test data indicates that the boys perform better than the girls. Pupils' attainment has been tracked since entry to the school when it was judged to be below average. Their yearly test results have been suitably assessed and

analysed and targets have been set to match their needs. Inspection findings for the current Year 2 pupils indicate that by the time they are seven they will achieve broadly in line with expectations for reading but below expectations for writing, while by the end of Year 6, when taking into account their current rate of learning, pupils are set to achieve in line with national expectations. Pupils make satisfactory progress in Key Stage 1 and good progress at Key Stage 2. This is a direct result of the overall good teaching they receive.

82. Speaking and listening skills are developed consistently throughout the school and the majority of pupils reach the required standard. By the time they are eleven, higher-attaining pupils demonstrate above average standards when talking articulately about their reading books. In a Year 6 geography lesson pupils show, for example, a good understanding in their evaluation of environmental issues through their noteworthy debating skills. Pupils of all ages listen attentively to instructions, to stories and to the contributions of others. Worthwhile opportunities are provided for the pupils to develop their speaking skills. Response partners are used in most classes to listen to each others' contributions and discuss improvements. For example, in a Year 2 class, the pupils discussed together how to play a game, concentrating on using precise instructions. Learning support assistants in the classrooms make an effective contribution to the good progress of all pupils. They clarify questions, explain new vocabulary and encourage pupils to offer answers in their group activity.
83. Standards in reading across the school are in line with national expectations. The majority of pupils enjoy reading and have positive attitudes towards it. Indications are that a good number of pupils will achieve expected standards by the end of Year 6, with a significant number achieving above expectations. The majority of younger pupils read well enough to make sense of texts that are appropriate for their age and retell stories or the main points of non-fiction extracts. Lower-attaining pupils in Year 2 recognise some words in familiar text but are reluctant to try unknown words and avoid them or wait for help. By the end of Year 2, the majority of pupils have a good knowledge of the structure of books and know about the contents page, the index and the difference between the author and the illustrator. Older pupils talk with great enthusiasm about the work of a wide range of well-known authors, recommending books to each other and writing critical reviews about the books they have read, as was seen in Year 6. Reading in pairs between Year 4 and Year 6 pupils is used very effectively to improve reading skills across the age ranges. By the end of Year 6, the majority of pupils show that they understand the notable ideas from a story and often refer to the text to talk about their thoughts. For example, higher-achieving pupils in Year 6 accurately distinguish between fact and opinion, and their inference and deduction skills are good. One pupil described a book as 'Quite powerful writing because it makes you want to read.' Overall, pupils who have special educational needs and those for whom English is an additional language make satisfactory progress as reading is suitably organised and supported.
84. Standards in writing at the end of Year 2 are below those expected and few pupils are achieving the higher Level 3. Pupils are beginning to use punctuation, such as full stops and capital letters correctly. Many pupils confidently read back what they have written and they find words they are not sure about by themselves, using word banks and dictionaries designed for their age group. Regular handwriting practices provide useful opportunities for pupils to build on their ability to join their letters.
85. The combination of a tightly structured literacy hour together with the good teaching and often very good teaching in Years 4 to 6, and the whole school focus on improving skills in writing, has had a positive effect on pupils' achievement. By the end of Year 6, pupils achieve standards that are broadly in line with expectations. Scrutiny of pupils' past work shows that older pupils write for a range of different purposes, sequence their ideas appropriately, show an increasing understanding of punctuation and spelling skills and write more imaginative stories with particularly complex sentences. For example, a higher-attaining pupil wrote, '*Despite his fur allergy, Spudface, who was the meanest biker in town, bought an incredibly cute and fluffy rabbit.*' Pupils are skilfully taught to organise their writing to take account of planning frames. Pupils in Year 6 further develop their writing skills by changing a well-known story into a play-script and then enjoy performing it. Higher-achieving writers in Year 5 structure their poems well and improve their work with well-

chosen words and phrases, such as, *'The fallen leaves are cornflakes, that fill the lawn's white dish, and night and noon, the wind a spoon, that stirs them with a swish.'*

86. All teachers use subject terminology well to extend the pupils' knowledge and vocabulary. For example, in Year 3, pupils are introduced to such words as synonyms, while pupils in Year 4 understand homonyms and adverbs. Pupils in Year 5 identify time connectives in the text and pupils in Year 6 appreciate personification and write, for example, *'Peace's face is a picturesque landscape of young children running through sweeping grass...her hair is a field of crimson roses.'*
87. Pupils achieve well in writing because of the challenging investigations and the expectation that the targets set for them will be met. For example, pupils in Year 6 investigate fact, opinion and emotive language in journalistic writing by using the information gained in history and geography lessons about Ancient Egypt to consolidate their learning by writing it in the style of 'What's in the News?' The planned activities meet the needs of the pupils, including pupils with special educational needs and those for whom English is an additional language, who make satisfactory progress. This is not always the case in Year 2, where higher-achieving pupils are not consistently challenged and so their progress is hindered.
88. Pupils are encouraged to apply the skills they have acquired in the literacy hour to their independent writing to support other subjects across the curriculum. For example, pupils in Year 2 are beginning to identify the key features for writing instructions and note down the exact method of making a sandwich, a clay pot and dice. This forms a good link with the design and technology curriculum. In many classes good use is made of ICT to support their English work. For example, pupils in Year 5, in learning about controlling devices, write the procedures that control a computer, while pupils in Year 2 use a colour program to draw a house and write simple sentences with the picture. Also when writing an account of the Christmas story in religious education, a higher-achieving pupil used imagination and creativity by writing such phrases as, *'...all of a sudden a blinding light came from the sky. I glared at the gleaming light, with a mixture of curiosity and fear squirming inside my stomach.'*
89. Overall, the quality of teaching across the school is good. No unsatisfactory teaching was seen. It is very good in two-thirds of lessons in the junior department, with an instance of excellent teaching. The overall good quality teaching has a significant impact on pupils' learning. The scrutiny of pupils' work indicates that there is much good teaching. The majority of teachers mark and assess the pupils' work thoroughly, make regular comments to encourage and instruct and give effective points for improvement. This ensures that pupils build effectively on what they know and can do and know how to improve their work. This is an improvement since the last inspection, when marking was judged to be an issue. Personal development is fostered well. For example, each pupil has literacy, spelling and reading targets recorded on a sheet and attention is appropriately drawn to them during the lesson and at the beginning of the writing tasks. This positive practice contributes to the good progress pupils make. Lessons successfully motivate pupils to learn. Teachers systematically follow a prescribed plan; the learning objectives for the lesson are initially shared with the class. Skilful questioning and explanations ensure that pupils understand their work. Teachers have secure subject knowledge and explain concepts precisely. Relationships are good and teachers manage behaviour well. In all lessons, the majority of pupils co-operate and collaborate well with a response partner. Pupils with special educational needs and those for whom English is an additional language are given appropriate support that enables them to make satisfactory progress in relation to their previous learning. Homework is set regularly and effectively supports and reinforces pupils' learning in the classroom.
90. The subject is well managed. Areas for development have been effectively identified and strong leadership and commitment to success have led to improved standards. Learning is monitored effectively in English, helping pupils to make good progress by the end of Year 6. The co-ordinator has scrutinised samples of work in each year group and monitored teaching and learning through classroom observations in the junior classes, but has not yet been in the infant classes. There are well-chosen resources for work in all aspects of literacy. These, together with the good quality planning have contributed well to the standards observed during the inspection.

91. The library is small, but attractive and easily accessible. Each classroom has a mini-library to supplement the books in the library. There is a good system of reading diaries, which fosters positive links between home and school and helps to give parents information about their children's progress. The teaching of English, the good progress pupils make and the quality of the provision has improved since the last inspection.

## **MATHEMATICS**

92. Standards in mathematics have risen since the previous inspection and the school is making satisfactory progress in tackling the key issues identified in the last inspection report. There is still work to be done to improve standards further, particularly in Years 1 and 2, where some pupils are still not achieving as well as they should. The 2002 National Curriculum test results show that standards are rising and the proportion of Year 2 pupils achieving the expected Level 2 and the higher Level 3 has risen; however, many pupils are scoring at the lower level. The school results were therefore well below those achieved nationally and below those found in similar schools. The overall quality of teaching during Years 1 and 2 is unsatisfactory. Although some individual lessons were judged at least satisfactory, teaching is not making enough impact over time. Teachers are not maintaining the average standards and good pace of learning achieved during the Foundation Stage.
93. Results in the 2002 Year 6 tests were below the national average, but matched those seen in similar schools. The number of pupils gaining the higher Level 5 has risen, and by the time pupils leave the school their achievement is satisfactory. Teaching overall in Years 3 to 6 is satisfactory, and is strongest in Year 6. Over time the boys have usually achieved better than the girls, often by a greater margin than is seen nationally. In the most recent tests the gap closed and there was no evidence during the inspection to indicate that the girls were making any less progress than the boys.
94. Pupils are taught mathematics in their class groups which are organised mainly according to ability in literacy. The exception is in Year 6, where a few pupils move classes to work with the group most suited to their mathematical ability. There is a wide range of ability in all classes and during the inspection teachers generally planned activities which met the varying needs of pupils. Pupils' books show, however, that within a few classes most pupils regularly complete the same exercise, and that teachers do not vary tasks sufficiently to ensure that all pupils are extended. Pupils with special educational needs are usually given good support, either individually or within groups.
95. By the end of Year 2 the average and higher-attaining pupils have a secure grasp of basic number facts, use a range of metric measures and solve simple problems involving money. Progress over time, however, for pupils within the lower ability groups in Years 1 and 2 is too slow. Expectations are too low, particularly in the Year 2 class, and the pace during an unsatisfactory lesson was slow. There is a marked difference between the work planned for the two different groups in Year 2. While average and higher-attaining pupils doubled and halved numbers with increasing confidence and made good progress in the formal recording of simple multiplication, the lower-attaining pupils worked on basic addition sums. The choice of activities for the lower group did not extend pupils' learning, and some pupils were frustrated by their tasks. A number of pupils, including some with special educational needs, were capable of working at a higher level, and throughout the lesson the teaching was not sharply focused on moving them forward.
96. All lessons start with an introductory mental activity, which pupils usually enjoy, but the quality of these sessions varies from class to class. The most effective of these mental periods seen were brisk and purposeful consolidating pupils' learning effectively. During a Year 1 lesson, for example, the teacher involved all pupils in a very well-paced number activity. Some teachers present activities which are very effective in motivating pupils. Many Year 6 pupils were eager to offer bids in an 'auction', which also developed their addition skills. In most lessons, teachers' explanations are clear, and pupils learn an appropriate range of methods to calculate mentally and

on paper. There were shortcomings in a number of other sessions, including slow pace and a lack of challenge. A few teachers allow pupils to call out answers throughout the session and do not ensure that the quieter, or less able pupils are fully involved.

97. By the end of Year 6, the average and higher-attaining pupils have a reasonably secure grasp of the number system and work confidently with fractions. Teaching for the lower-attaining groups in Years 3 to 6 is clear and systematic, and once a method has been demonstrated most pupils can complete similar examples with varying levels of adult support. These pupils often have limited levels of concentration and their recall of previous work is patchy. In some lessons, explanations are lively and examples are relevant, capturing the pupils' interest. In a good Year 6 lesson, pupils began to see the relationship between fractions and percentages as the teacher divided a cake. Similarly in a lesson in Years 3 and 4, the teacher's very clear practical demonstrations enabled pupils to begin to understand the difference between the numerator and the denominator in simple fractions. Many teachers evaluate learning very effectively during the week and adapt their planning in response to the progress made during the previous lesson.
98. Pupils have some opportunities to carry out mathematical investigations, but there is scope to place more emphasis on solving number problems in all year groups. Teachers rarely ask pupils to describe their methods, or to explain their thinking, and this, too, is an area for development. Pupils have suitable opportunities to use their mathematical skills across the curriculum, for example by making graphs in geography. Information and communication technology could be used more frequently to support learning within the classrooms.
99. Subject management has been satisfactory over time. The co-ordinator is aware of what needs to be done to secure further improvement and plans are in hand to provide additional support within Years 1 and 2. Initial indications are that the recent appointment of a teaching assistant to support higher-attaining pupils is effective. The school has begun to analyse assessment data to identify areas for development. Pupils are set individual targets, although these are of inconsistent quality and value. The school has adopted a commercial mathematics scheme, and this provides an adequate range of activities for pupils in Years 3 to 6. The workbooks are not being used to good effect in Year 2, where all pupils in one class worked on the same pages.

## SCIENCE

100. By the end of both Year 2 and Year 6 standards in science are well below the national average. Although in teacher assessments at the end of Key Stage 1, and from the work seen, a significant number of pupils achieve at the expected level, no pupils achieve at the higher level. At the end of Key Stage 2, both from the results of national testing and from the work seen, too few pupils achieve at a higher level, and too many achieve at a lower level than expected. Pupils' progress, including those with special educational needs, throughout the school is unsatisfactory. Since the last inspection, standards have dipped, and the overall impact of teaching on learning is now unsatisfactory. A scheme of work, based on national guidelines, was introduced just over two years ago; assessment procedures linked to this scheme have only recently been introduced and are not yet being used effectively to set targets for pupils to work towards, or to plan work to match accordingly. Improvement since the last inspection is therefore unsatisfactory.
101. At the end of Year 2, pupils recognise the difference between plants and animals; they know that plants grow from seeds, by growing sunflowers, but are unsure of the factors that affect their growth. They observe that different living things are found in different habitats. Their work on different food types and the need to eat and drink is mostly copied, and for some unfinished, and shows little understanding. They know that materials can be twisted, stretched and squashed, and that ice melts into water as the temperature rises; they understand pushes and pulls, and that the height of a ramp affects the distance travelled by a toy car; they know that a circuit has to be complete for electricity to flow and a bulb to light up. Their investigative work provides insufficient opportunities to make simple predictions and to collect, record and compare data to check their ideas.

102. By the end of Year 6, pupils name the basic parts of a plant and begin to understand their purpose; they understand the feeding relationships between plants and animals. Higher-attaining pupils name the main organs of the human body, such as the heart and lungs, and explain their purpose. Pupils describe the differences between solids, liquids and gases and know how to separate mixtures and solutions by filtration and evaporation. Lower-attaining pupils are unsure of the difference between mixtures and solutions, whereas some higher-attaining pupils use their knowledge to separate complex mixtures. Pupils understand the apparent motion of the sun, and how shadows are formed and appear to grow; they investigate different electrical circuits, for example the effect of adding extra bulbs, and begin to use conventional symbols to record them. Their past work shows insufficient opportunities to make investigations involving careful observation, measurement, analysis and recording. Most understand fair testing, but many are uncertain of the link between prediction, investigation and conclusion. Investigations tend to be teacher directed, with little opportunity, particularly for higher-attaining pupils, to plan and carry out their own.
103. Although some good teaching was seen during the inspection, over time the impact of teaching on learning has been unsatisfactory.
104. Teachers' expectations overall are unsatisfactory. This was apparent in a Year 2 lesson where pupils were investigating melting ice. They knew immediately that ice would melt more quickly by the radiator, and made little progress in learning how to conduct a fair test, extending their scientific vocabulary and accurately recording their findings. In other lessons, and from past work, the expectations of recorded work, at times unstructured, untidy and unfinished, are also unsatisfactory. In some lessons observed expectations were higher. For example, in a Year 6 lesson where pupils were challenged to separate a mixture of salt, sand and water, careful questioning enabled many to work out a method based on previous learning. Their recording was also of a better standard.
105. Teachers are now following a scheme of work based on national guidelines; however, they do not always link this sufficiently to National Curriculum levels and attainment targets when planning learning opportunities for the full range of ability within year groups. In the lower streamed Year 6 class the activity planned for the whole of Year 6 was too difficult for many; in the higher streamed Year 3 class, the activity, testing different objects and materials for magnetism was insufficiently challenging for some pupils. Until recently there have been no whole school assessment procedures to help identify appropriate individual starting points for future learning.
106. Lessons are generally well prepared so that a good pace is often maintained, and pupils' interest and concentration sustained. This was very evident in a Year 4 lesson where pupils were investigating magnetism and had a good range of resources to help them come up with their own questions for future investigation. In other lessons, particularly where the sessions are too long, the pace tends to slacken and teachers resort, for example, to telling a story to fill the time.
107. Teachers manage classes well as a result of the good relationships established with pupils. Pupils' behaviour and attitudes in lessons are good, and where learning is effective, these are a contributory factor. Pupils work well together in pairs and in groups sharing both ideas and resources.
108. Opportunities are provided for pupils to develop their literacy skills by recording information and observations, mostly in their own words, using writing frames for support; they also label diagrams. However, often insufficient attention is given to presentation, handwriting and spelling. There are insufficient opportunities for pupils to use numeracy skills to measure, record and compare data. Further opportunities are, however, starting to be provided as more attention is given to investigative and experimental science. The use of information and communication technology is being developed. Teachers use CD ROMs such as 'Science Explorer'. Some use is made of sensors and the school has recently acquired a computer microscope.

109. The changes of co-ordinator in recent years, and the lack of attention given to the subject by the school, have contributed to leadership and management that are unsatisfactory. Standards are currently well below average, and have remained at a low level since the last inspection. The new co-ordinator has been in post for just over a year and is keen to move the subject forward. She is currently taking part in a ten-day training course for science co-ordinators. Although a new scheme of work was introduced two years ago, there has been no training for staff to increase their own subject knowledge and their confidence in teaching the subject. Whole school assessment procedures have only recently been introduced, and assessment information is not yet being used effectively. Some pupils' work has been looked at in Key Stage 2 to check for content and coverage, but there has been no rigorous monitoring of teaching and learning throughout the school, with a view to improving the quality of teaching and raising standards. The resources for science are good and have been effectively organised in line with the units of the scheme of work. Outdoor environmental areas, including a pond and a wood, are being developed with the help of parents and are helping to raise pupils' interest in science. A visiting science theatre group adds to the provision for Years 5 and 6.

## **ART AND DESIGN**

110. By the end of both key stages, pupils reach standards in art and design that are above national expectations and this marks a good improvement since the last inspection when standards were in line with expectations. There has been good improvement in the quality of teaching and this has a positive effect on the progress pupils make. Pupils, including those with special educational needs and the few pupils that have English as an additional language, make good progress.
111. One lesson was observed in Year 2 during the inspection. The teaching was good. Pupils were using viewfinders to isolate an area of pattern to sketch in their sketchbooks. This lesson was linked to a walk in the school grounds the previous week when various plants and buildings had been photographed. A small group was working with support staff to make clay coil pots and to decorate clay tiles with patterns. An examination of pupils' work, including sketchbooks, collage and displays, which are of a good standard, indicates that pupils are reaching above the levels expected nationally. There is evidence of a good range of materials and techniques being used to support learning in the subject. There are some good displays reflecting the use of art to support learning in other areas of the curriculum, such as a display of Anglo Saxon houses linked to a visit to West Stow Anglo Saxon Village in relation to history.
112. One lesson was observed in Year 4 and one in Year 6; in one the teaching was very good, and good in the other. In the very good lesson observed, pupils were creating large individual collage pictures relating to an imaginary journey. The collage was first designed in their sketchbooks. There was a very good balance between teacher-led activities and independent working by the pupils. Resources were plentiful and of good quality. The teacher had high expectations of behaviour and pupil output, and this was reflected in the standards achieved. In the Year 6 class, pupils were making observational drawings of hands based on work by Da Vinci and Durer. The teacher used suitably challenging questions, which enhanced learning in the subject.
113. By the time pupils reach Year 6, work seen indicates that they have a satisfactory and increasing knowledge of the work of other artists such as Van Gogh and Cezanne and are keen to apply their techniques in the course of their own work. Progression in knowledge, skills and understanding can be clearly seen by comparing pupils' sketchbooks in Year 1 with those in Year 6. In Year 6, pupils have developed a design in their sketchbooks to produce very good still life studies of plants and fruit.
114. Pupils are introduced to a wider range of materials and techniques including 'mod roc'. Their work with clay is being developed to a very high standard. There are some excellent large clay models on display, for example a Viking ship, a Tudor ship and a large steam train. Displays are of a high standard and are linked to other aspects of the curriculum, for example a display on a school trip

to York, which includes a large painting, weaving, individual paintings, printing and brass rubbings. A collage relating to the legend of King Arthur has been produced using a wide variety of materials.

115. Improvement since the last inspection is at least satisfactory and in some aspects, such as the use of sketchbooks, it is good. The subject is led effectively. Areas of weakness have been identified and training for staff to improve their knowledge has been provided. The focus on improving teacher expertise is reflected in the improved progress of the pupils. The adoption of a national scheme adapted to suit the needs of the school, has supported progress in the subject. There is satisfactory use of ICT to support learning in the subject, marking a good improvement since the last inspection. Assessment in the subject remains limited and this is an area for development. Monitoring of the subject is limited to an examination of final pieces of work. The subject manager selects pieces from these and is building up a very useful portfolio of work. Extra-curricular provision for the subject is made through an art club after school one day a week, which is led by the subject manager. Pupils submit their work in local galleries and one such piece is currently on display at the Minorities Gallery in Colchester. The subject makes a significant contribution to pupils' spiritual and cultural education by providing pupils with good opportunities to reflect, for example, on the work of artists from different cultures.

## **DESIGN AND TECHNOLOGY**

116. By the end of Year 2 and Year 6 standards in design and technology are in line with national expectations. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress throughout the school. There has been some good progress since the last inspection where standards at Key Stage 2 were below average and pupils made unsatisfactory progress. The introduction of a scheme of work to help teachers plan learning and regular teaching of the subject have helped to bring about this improvement.
117. By the end of Year 2 pupils use a satisfactory range of tools and equipment in their making and construction. They investigate different ways of joining, for example using Velcro, glue, sellotape and paper fasteners, comparing the strength of these different joints. The joints are well used, for example, when making puppets. In food technology, pupils compare different fruits, making a bar chart of their favourite ones, but there is nothing recorded to show how pupils have evaluated different fruits or made use of their findings.
118. Pupils in Years 3 and 4 investigate different mechanisms and joins using paper and card, in preparation for making their own story books. They generally measure and cut accurately, for example when drawing and cutting out shapes of given dimensions. Pupils in Year 5 and 6 design and make controllable vehicles. They looked at different toy vehicles, noting, for example, the size and position of the wheels; they construct the chassis accurately out of wood, strengthening the corners to make the whole thing rigid. Design and technology diaries provide some evidence that all of the elements of the subject are covered, including investigation, design, construction and evaluation.
119. Lessons were only observed in Key Stage 2. Teaching overall was good, with one lesson judged to be very good.
120. Lessons are very well prepared, with resources and equipment set out and easily available, helping pupils to move forward at a good pace. Clear regard is given to safety when using tools. Teachers have high expectations, evidenced, for example, by the quality of the wooden chassis produced by Year 5 pupils for their vehicles. Skills are taught well and pupils are expected to sue them carefully in their work. In a Year 4 lesson on making paper and card mechanisms, the teacher would not accept any shoddy workmanship. Teachers have good relationships with their classes, and as a result pupils accept criticism and are keen to improve their skills. Pupils' behaviour well and have positive attitudes to learning.

121. There are sufficient opportunities for pupils to use numeracy, for example when measuring wood and card or comparing preferences. Pupils investigate and evaluate other produces and their own, but there is further scope, particularly for higher-attaining pupils, to record their observations with greater attention to detail and vocabulary. Some use is made of information and communication technology, for example, to control vehicles.
122. There is a new co-ordinator for the subject who is keen to move it further forward. The scheme of work, introduced two years ago and based on national guidelines, is helping to ensure continuity and progression in learning. The school recognises that older pupils especially have some headway to make up in terms of skills development, due to previous unsatisfactory provision. Assessment procedures, linked to the scheme have only recently been introduced, and assessment information is not yet used to monitor attainment and progress or to guide future planning for the subject. There has been no monitoring of teaching and learning with a view to improving the quality of teaching or raising standards.

## **GEOGRAPHY**

123. Standards in geography are in line with those expected nationally by the time the pupils reach the age of seven and above average by the age of eleven. This is an improvement since the last inspection, and is the direct result of good teaching. The subject is very well planned and makes a significant contribution to pupils' spiritual, moral and social development, and to their understanding of citizenship.
124. No geography lessons were observed in Years 1 and 2, but discussions with pupils and samples of work indicate that teaching is at least satisfactory. By Year 2, pupils have an emerging understanding of localities beyond Harwich. Average and higher-attaining pupils can name the countries of the United Kingdom, and they begin to use geographic vocabulary in discussion. Year 1 pupils make effective use of information and communication technology as they develop an early understanding of maps and plans.
125. The teaching seen in Years 3 to 6 was always at least good, and at times was excellent. This is an improvement since the last inspection when teaching was satisfactory. Geography is taught in a two-year cycle; the teachers in Years 3 and 4 plan together, as do those in Years 5 and 6. In all lessons, teachers were well prepared, enthusiastic and had very secure subject knowledge. Topics are extremely well planned, and pupils benefited particularly from the first-hand experiences provided. Pupils in Years 3 and 4 talked with considerable animation about their visits to a landfill site and recycling plant and showed a good understanding of the environmental issues. Teachers are skilful in linking geography with other subjects. Links with English, art, science, mathematics and information and communication technology are good. Pupils had conducted an audit of waste produced by the school and produced graphs to illustrate this. Activities are very purposeful and relevant, for example pupils had written to major supermarkets and manufacturers to highlight relevant environmental issues. In an excellent lesson in Year 4, the teacher gave pupils very good opportunities for independent working. She harnessed their enthusiasm and promoted high standards by questioning and giving good pointers in discussion to move learning forward. As a result, the pupils worked extremely well in groups to plan entries for a competition highlighting recycling. They could explain and justify their views and had a good factual knowledge.
126. In Years 5 and 6 pupils showed similar enthusiasm for a local study related to the proposed development of the Bathside Bay area of Harwich. Again the topic had been imaginatively planned and teachers had organised outside speakers from the development company and the group opposing the development. Pupils had been taught to use relevant skills, for example preparing a questionnaire and gathering information about local opinion. Completed work included an appropriate use of maps at varying scales. During a debate in a very good Year 6 lesson, pupils showed a mature understanding of the issues relating to the development of the site and the

impact on the quality of life in the area. The lesson was very well managed and there was a good balance between teacher-led and pupil discussion.

127. Pupils in the lower ability classes and pupils with special educational needs have full access to the curriculum because they are well supported and skilfully taught. In the mixed Year 3 and 4 class, for example, the teacher worked hard to maintain a good pace and to encourage pupils' interest. She built effectively on pupils' existing knowledge, valued their views and gave them time to explain their ideas. The good quality of classroom displays contributes very effectively to pupils' learning.
128. Management of geography is currently satisfactory. A new co-ordinator has recently been appointed and she has rightly identified the need to develop assessment procedures. Resources are satisfactory and used well to support learning.

## **HISTORY**

129. Standards in history have been maintained since the last inspection and are in line with those expected nationally by the time the pupils reach the ages of seven and eleven. Curriculum provision is very good, and teaching is good overall across the school.
130. By Year 2, many pupils have secure factual knowledge about some major characters and events. Their interest and enthusiasm is stimulated by the way in which the teachers use very well-chosen visits and visitors to bring history to life. Pupils had enjoyed a visit to the 'Saxon Village' at West Stow, and had gained a satisfactory understanding of the lives of villagers. They knew, for example, that Saxon houses were constructed with wooden frames, and were able to relate this knowledge to the much later Great Fire of London. A drama specialist inspired and challenged Year 2 pupils during exciting workshops on the fire of London. These sessions were very effective in consolidating pupils' understanding of the speed with which the fire spread, the panic caused and the damage done to property. One pupil was moved to tears by the session, concerned for the people who lost everything. Teachers plan suitable tasks to reinforce understanding, and during a follow-up session, lower ability pupils showed a satisfactory recall of the facts and could remember significant details about Samuel Pepys.
131. Pupils' knowledge and skills are developed appropriately as they move through Years 3 to 6. By Year 6, the majority of pupils have acquired satisfactory understanding of the past. The teachers present history with enthusiasm and imagination, stimulating pupils' interest and curiosity. A visit early in the term to the British Museum to study Ancient Egypt, had inspired and motivated pupils in Years 5 and 6. In a Year 5 lesson, the teacher was very effective in harnessing the enthusiasm of the lower ability pupils as they researched the lives of different pharaohs. As they worked, pupils showed obvious familiarity with various characters, such as Tutankhamen and Nefertiti, and with the names of Egyptian gods. Although teachers provide timelines in the classrooms, pupils' understanding of chronology is not as well developed, and many lower-attaining pupils have very limited recall of work covered in previous years. The quality of written work completed by the average and higher-attaining pupils is often good. Teachers give very good support to pupils with special educational needs and to pupils in the lower ability groups. Reference texts are carefully chosen and teachers encourage and praise pupils, valuing their efforts. In Year 6, however, in spite of the teacher's best efforts, immature behaviour and minor quarrels slow learning.
132. Teachers ensure that, wherever possible, very good links are made with other subjects such as English, art, geography and information and communication technology. This helps to deepen pupils' understanding and to make their learning more coherent. Lively displays in all classrooms serve to widen the pupils' experience as well as valuing their work.
133. Management of the subject is good. The co-ordinator has provided staff with additional guidance to support their planning. Resources have improved since the last inspection and are now adequate. The excellent range of visits and visitors makes a substantial contribution to pupils' learning, as well as contributing significantly to pupils' social and cultural development. The

school now needs to develop assessment procedures in the subject in order to ensure that pupils' subsequent learning builds on what they already know and can do.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

134. Standards in ICT are in line with expectations at the end of both key stages. Since the last inspection, time and effort have been devoted to developing the ICT curriculum and to ensuring that the range of equipment is effectively used to support learning. This work has had a good impact on pupils' achievement and indicates a good improvement since the previous inspection when the quality and range of resources was found to be inadequate for the promotion of higher standards. Pupils, including those with special educational needs and the few pupils that have English as an additional language, make satisfactory gains in their learning as well as their understanding of how ICT plays an ever-increasing role in their everyday lives. Pupils' learning is, however, restricted in some classes by the too few opportunities provided by teachers for pupils to use computers in lessons.
135. By the end of Year 2, pupils are gaining an increasing understanding of how computers can be used to enter numerical data in order to obtain a simple chart or bar graph. They know that the appearance of type-written text can be altered by changing the size or style of a font and many can demonstrate effectively how to do this. By being taught in the school's computer suite, many pupils are aware of the protocols of using a network and can readily 'log-on' or 'log-off,' understanding the need to leave the computers in a ready state for others to access and use. Many pupils, including those with special educational needs, are able to load and retrieve programs and can obtain a hard copy of their work without the assistance of an adult. Pupils generally make less progress in their understanding of how to use and program a programmable toy and this is a weaker feature of their attainment generally. Pupils have a satisfactory awareness of how ICT impacts on their daily lives and can give examples of new technology in their homes such as microwave ovens and compact disc players and, at a simple level, explain the benefits that such technology can bring.
136. Pupils successfully build on their learning at Key Stage 1 as they move through each of the classes at Key Stage 2. Some pupils have access to ICT at home, and the school makes effective use of this by enabling and encouraging pupils to research topics or use a word-processor to present and record their findings. In lessons in the school's computer suite, good opportunities are provided for pupils to use the Internet to support their learning in history for example, and this helps to extend their understanding of how information can be gathered from a range of sources and, if necessary, by exploring web pages and Internet sites in different parts of the world. Pupils clearly understand what is meant by e-mail and the benefits that this has in enabling a message, pictures or a piece of video footage to be sent to someone in another country. By the age of eleven, pupils are using a word-processor in a sophisticated way by combining text and graphics and then using the finer features of such a program to create and present work laid out in a newspaper style. Weaker features in pupils' attainment include their ability to explain and confidently use spreadsheets as part of their numeracy development and their understanding of certain elements of control technology such as sensor equipment and the uses to which this can be put.
137. The quality of teaching and learning is satisfactory and often good when taking place in the school's computer suite. Since the last inspection, teachers' knowledge and confidence in using computers have greatly improved which has impacted well on the quality of teaching. When in the suite, teachers make good use of the electronic whiteboard to demonstrate particular skills and this ensures that pupils have a good understanding of what they are expected to learn and complete by the end of the lesson. Teachers and support assistants give good support to pupils as they are working at the machines giving additional guidance and direction to both those with special educational needs and to those pupils who are more confident in using the computers. This enables all pupils to make progress commensurate with their abilities. Pupils are managed well and this ensures that the pace in lessons is often good. Where appropriate, pupils are given

good opportunities to explore the software they are using in an open-ended way thereby boosting their interest and enjoyment further. A shortcoming in teaching lies in the use that teachers make of the information gained from assessing pupils' work on a day-to-day basis. While records of pupils' progress are kept, these tend to be somewhat general and make it difficult for teachers to know the exact stage of pupils' progress in terms of their ICT development and how to plan effectively to move them on in their learning. In addition, teachers do not make sufficient use of classroom-based machines to support and build on the skills that pupils use when in the computer suite and only rarely do lesson plans indicate how computers and other related ICT equipment could be used to aid learning.

138. The co-ordinator has given a good lead in the subject since being appointed and has a clear idea of what developments need to take effect to improve provision further. At present, a more comprehensive system of monitoring and assessing pupils' progress is being trialled by some staff and when implemented offers improved scope to measure pupils' progress and plan their subsequent learning more effectively. Since the last inspection, a new scheme of work has been devised that is based on guidance given to schools nationally and the school's already devised materials. This is effectively used across the school and ensures that pupils' learning is systematically built on as they move through the school. The subject makes a positive contribution to the pupils' spiritual, social, moral and cultural development, particularly through the good encouragement given to them to work in pairs when tackling and solving problems. Resources are of good quality and efficient use is made of the computer suite to enable all pupils, including those in the Foundation Stage, to use the equipment regularly.

## MUSIC

139. Standards in music are similar to those expected nationally of pupils at the ages of seven and eleven. On the basis of this evidence, the overall average standards noted during the last inspection have been maintained; in some areas there is improvement.
140. Teaching is consistently good. As a result, pupils of all abilities are making good progress. This represents improvement since the last inspection. Two lessons were seen in Year 1. Pupils are eager to participate; they enjoy singing and sing well in unison. They understand that a 'refrain' is the same as a 'chorus'. They are confident enough to sing solo and the rest of the class know when to join in the refrain. Pupils show an understanding of rhythm and are able to vary a rhythm on the teacher's instruction.
141. One lesson was observed in a Year 3 class. The pupils can identify beat and rhythm; most can identify how many beats in a bar. They are able to listen with discrimination and to identify the sound of a variety of instruments. They are confident to clap out rhythms, which the teacher writes on the board. The lesson had a good balance of demonstration, practice and performance.
142. Music is used to support assemblies. The pupils sing well and with enthusiasm whether accompanied by the piano or the school band.
143. Satisfactory progress has been made since the last inspection. The two national schemes being used and are the focus of the current action plan in the subject. The subject is led satisfactorily by the subject manager who is very aware of the areas which need development. Arrangements for assessment in the subject were noted as unsatisfactory in the last inspection and the situation has not improved. The subject manager is aware that assessment procedures are an area for urgent development in the subject. Currently, there is insufficient monitoring of the subject. The school makes very good extra-curricular provision in music. There is a school orchestra and several recorder groups. The orchestra plays at local events including joint musical performances with other local schools and bands in the local church and to members of the community, including senior citizens. There are adequate resources to support teaching in the subject. The subject makes a good contribution to the pupils' spiritual and cultural development by providing them with regular opportunities to listen and evaluate the work of musicians from other parts of the world.

## PHYSICAL EDUCATION

144. By the end of both key stages, pupils reach standards that are in line with national expectations. In gymnastics, pupils reach standards that are above expectations at the age of seven and eleven, maintaining the high standard in this aspect of the curriculum noted at the time of the last inspection. Pupils of all abilities make satisfactory progress and in gymnastics, progress is good. Teaching is satisfactory overall with some good features. Pupils at Key Stage 2 benefit from the arrangement of letting the co-ordinator undertake some teaching of physical education to other classes.
145. By the end of Year 2, pupils reach good standards in their gymnastics work. They listen carefully to the instructions given by their teachers and move around the hall with confidence, mindful of the needs of others and are able to explore movement through change of speed or direction. They are able to devise and perform a simple gymnastic sequence with accuracy. Teachers remind pupils of the need for warm-up activities, and lessons often conclude with cool-down sessions where pupils can relax after their physical education work. Although not evaluated during the inspection owing to the school's current timetabling arrangements, swimming, dance and games are taught at different points of the year.
146. By the end of Year 6, pupils have a good understanding of the need to participate as a member of a team, and the very good range of extra-curricular sporting activities organised for pupils make a positive contribution to this aspect of their learning. By the end of Year 6, pupils have learned how to control and travel with a ball sufficiently and they are able to adapt these skills when playing games so that they can effectively mark or escape from a partner. In gymnastics work, pupils are able to produce accurate gymnastic movement such as 'mirror-balances' with a partner and hold their position for a number of seconds. Teachers give pupils good opportunities to view and evaluate the work of their classmates and this enables them to refine their own work that they undertake subsequently. The school has its own swimming pool which is regularly used during the summer months. By the end of Year 6, pupils often reach standards that are above those expected and older pupils are often taught the early principles of life-saving techniques.
147. The quality of teaching is satisfactory, with some good features, particularly at Key Stage 2. Teachers have high expectations of how pupils should dress for their physical education lessons and this develops good attitudes in pupils towards approaching their work in a mature way. Warm-up exercises are often brisk and purposeful and teachers have sufficient confidence often to join in these to demonstrate particular techniques. Teachers know their subject well and clearly explain the nature of the work that pupils are to undertake, resulting in pupils having a clear knowledge and understanding of what is expected of them in lessons. The pace of lessons is often brisk and pupils are managed well. Some pupils, particularly those with behavioural needs sometimes find it difficult to join in with their classmates; however, teachers demonstrate due patience and this often proves effective with these pupils so that they take a relatively full and active part in lessons. Efficient use is made of resources and this ensures that all the pupils are able to use the good range of equipment in the course of lessons. Good opportunities are provided for pupils to work in pairs or threes helping to develop their social skills and their understanding of the importance of working as a member of a wider social group.
148. The subject is well led by a very enthusiastic co-ordinator. Both he and other staff give freely of their time by providing and organising a very good range of extra-curricular activities in which many pupils participate. There are equally very good opportunities for pupils to participate in competitive sports in which the school enjoys some considerable success. The annual sports day further enhances the subject's status. The co-ordinator does have some perception of the standards pupils reach by teaching physical education to other classes; however, there are no formal arrangements for the monitoring of teaching and learning or the tracking of pupil progress. This makes it difficult for teachers to plan learning with a view to extending what pupils can already do.

## RELIGIOUS EDUCATION

149. By the end of both Year 2 and Year 6 standards are in line with those expected by the locally agreed syllabus. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress throughout the school. There has been good improvement since the last inspection when standards at Key Stage 2 were below expectations and pupils made unsatisfactory progress. The introduction of a scheme of work, based on the local syllabus, has helped bring about this improvement.
150. Pupils by the end of Year 2 recognise good and bad examples set by people and the need to follow rules at school and in life. They link their own special times of celebration to religious ones, such as Harvest Festival and weddings within different faiths. In order to understand what is special to different faiths, pupils consider things that are special to them and understand that monetary value is not necessarily important.
151. By the end of Year 6 pupils recall many features from the three different religions studied. They know that Christians worship in a church and Jews in a synagogue, and that Hindus have private shrines in their homes as well as temples for worship. They recall some of the major religious festivals, such as Diwali, Passover, Hanukah, Easter and Christmas, the stories told at these times and the historical events that are being celebrated. They understand that festivals such as Hanukah and Diwali show the triumph of good over evil, of light over darkness. They know that Hindus see gods in many forms and that Jews and Christians believe in one god. They know that Christians enter the church through baptism, but do not understand sufficiently the responsibilities that membership of a religion implies or how religion has influenced the lives of historical and contemporary figures. From Old and New Testament stories they learn of the care that should be shown to other people and of the consequences of feelings such as jealousy, relating these to their own experiences in life. From the lessons observed and pupils' past work, teaching and learning are satisfactory.
152. Lessons generally begin with good discussion and questioning, which helps pupils to understand the ideas being developed, and in turn helps teachers to assess pupils' understanding. This was evident in a Year 6 lesson where pupils were discussing the Wisdom of Solomon in the judgement of the baby's rightful mother. Pupils were then able to think of situations where similar wisdom needed to be applied. In better lessons, methods are used that demonstrate feelings and situations well. In a Year 4 lesson, following the story of Joseph and his brothers' jealousy, the class teacher continually rewarded some pupils with sweets, much to the growing concern of the rest of the class. This helped to demonstrate how Joseph's brothers felt, and led to a discussion on fairness. Lessons are not always planned and timed well, lacking sufficient content and activity for the whole session. In two lessons observed, this resulted in teachers reading a story to fill in the time. Work is not always well presented and marking does not sufficiently recognise this, or inform pupils how well they have done in relation to the learning objective. Classes are managed well and as a result pupils' behaviour and attitudes are good and contribute to the effectiveness of their learning.
153. There are many opportunities for writing and higher-attaining pupils especially produce good examples of descriptive, extended writing; however, tasks are not always sufficiently challenging when, for example, pupils match text to pictures when they have the skills to write their own account.
154. A scheme of work has been introduced but there has been no evaluation of its impact on teaching and learning. There are some suggested activities that help teachers when planning lessons. No assessment procedures are yet in place so that pupils' attainment and progress can be monitored. Some work has been sampled and from this the co-ordinator has identified marking as an issue. There has been no rigorous monitoring of teaching and learning with a view to improving the quality of teaching and raising standards. Resources are adequate both to support pupils' learning and teachers' knowledge and understanding of the subject. The co-ordinator recognises that more visual materials, posters and photo-packs, would improve them. Visitors to the school add to the provision, for example a local minister and a Salvation Army officer. A Hindu parent talked to the

pupils about Diwali and how it is celebrated; many pupils recalled the occasion with interest and enthusiasm. Visits are made to the local church, and this develops the pupils' understanding of the importance of the church in the local community and its importance as a 'special place' to Christians.