

INSPECTION REPORT

ST PETER'S CE VA PRIMARY SCHOOL

West Hanningfield

LEA area: Essex

Unique reference number: 115202

Headteacher: Mr G Slide

Lead inspector: Mr A J Dobell

Dates of inspection: 18th - 19th November 2003

Inspection number: 257936

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	88
School address:	Church Road West Hanningfield Chelmsford
Postcode:	CM2 8UQ
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Reed
Date of previous inspection:	30 th March 1998

CHARACTERISTICS OF THE SCHOOL

This small primary school is situated in the village of West Hanningfield, some five miles south of Chelmsford. It serves the villages of West and South Hanningfield. All pupils are from White Western European backgrounds, and no pupils speak English as an additional language. The socio-economic circumstances of the school's communities are average overall, but cover a wide range. The proportion of pupils known to be eligible for free school meals is broadly average. Children's attainment and learning skills are average overall when they enter the Reception class, but cover a wide range. The school achieved the Healthy Schools Award in 2003.

There are 88 pupils on the school roll. Nine children are in the Reception Year and, of these, five are part-time and four are full-time. Children join the Reception class and become full-time at different stages of the school year. The proportion of pupils on the school's register of special educational needs is below average and no pupil has a statement of special educational needs. The proportion of pupils leaving and joining the school during the year is broadly average but can adversely affect attainment in some years because each pupil accounts for an unusually high proportion of the total. There is some community use of the school out of school hours.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10373	Mr A J Dobell	Lead inspector	English, Music, Physical education, Citizenship
19374	Mrs W Sheehan	Lay inspector	
21103	Mrs V R Ives	Team inspector	The Foundation Stage, Science, Information and communication technology, Art and design, Design and technology
22113	Mrs A L King	Team inspector	Special educational needs, Mathematics, Geography, History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school which reflects effectively on its work with a view to improving further. The school provides **good** value for money. Enthusiastic teachers prepare interesting learning activities which engage most pupils effectively in most lessons. The headteacher, very ably supported by his colleagues, provides **very good** leadership so that the school is focused on ensuring that all pupils learn successfully.

The school's main strengths and weaknesses are:

- standards in English, mathematics and science have been generally above average since the school was inspected previously;
- the school uses information and communication technology very effectively to support learning;
- pupils' attitudes and behaviour are very good overall;
- pupils have good skills as independent learners by the time that they leave the school;
- the headteacher is providing very good leadership and has created a very good unity of purpose in the school;
- the unsatisfactory behaviour of a few pupils is adversely affecting the learning of others in some lessons; and
- there is scope to improve the setting of targets for individual pupils.

The school has improved well since it was inspected previously. Many strengths have been maintained. In addition, the quality of teaching has improved and attainment has been generally above average in the National Curriculum tests at the end of Years 2 and 6. The use of information and communication technology has improved markedly and the school uses new technology very effectively to promote learning. As a result, pupils have good skills in managing their own learning by the time that they leave the school. The school is in a good position to improve further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	C	C
mathematics	A	B	C	C
science	B	C	A	A*

Key: A - very high; A - well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **good** throughout the school. Children in the Reception class make good progress. Most of them are on course to at least reach the goals expected nationally by the end of the school year. By the end of Year 2, pupils exceed national expectations in English, mathematics, science, geography and history and match these levels in art and design and physical education. There was insufficient evidence to make a judgement in information and communication technology, design and technology and music. By the end of Year 6, pupils are above national standards in English, mathematics, science, information and communication technology, geography and history and average in art and design. There was insufficient evidence to make a judgement in design and technology, music and physical education. Pupils with special educational needs achieve well as do those who are particularly gifted and talented. This is because of the good provision made for them.

Pupils' attitudes and behaviour are **very good** overall, particularly in Years 3 to 6. However, a few pupils have short concentration spans and can become disruptive so that the learning of other pupils is adversely affected. Most pupils enjoy learning and this is reflected in **good** levels of attendance

and very good punctuality. Pupils' spiritual, moral, social and cultural development is **good** and the school **effectively** includes all pupils in its activities. As a result, **pupils' personal development is good**.

QUALITY OF EDUCATION

The school provides an education of good quality because teaching is good. The quality of teaching is good in the Foundation Stage and children make good progress in the Reception class. Teaching is good overall in Years 1 to 6 with examples of very good and excellent teaching in Years 3 to 6. As a result, pupils continue to achieve well and the quality of learning is good. The school has good systems for monitoring pupils' attainment and progress, but there is scope for further development in setting targets for individual pupils to make further progress.

The quality of the curriculum is **good** and the school is particularly successful in using information and communication technology to support learning. Most pupils work with sustained concentration and many with enthusiasm because they are motivated effectively by interesting learning activities. There are **very good** opportunities for enrichment of learning outside class. Pupils are involved **well** in planning the life of the school and arrangements for their care, welfare and safety are **good**. Links with parents are **very good** and the school has **good** links with the community.

LEADERSHIP AND MANAGEMENT

Leadership is very good overall. The headteacher is providing very good leadership and has very clear views about the school's future development. He is successfully involving his colleagues in planning for progress and has created an impressive unity of purpose in the school. He is very well supported by his deputy and all adults in the school.

Management is good. The school rightly emphasises the professional development of staff to create a basis for improvement. Finances are managed well and the school is effective in observing the principles of best value.

The governing body provides good support. Governors have a good understanding of the school's strengths and potential for development. They are developing their role in the strategic management of the school well and ensure that the school complies with legal requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in very high regard and are very happy that their children are pupils here. Pupils enjoy school and appreciate the efforts made on their behalf.

IMPROVEMENTS NEEDED

The most important things that the school should do to improve are:

- develop strategies so that behaviour consistently reaches the very good levels which exist in most lessons; and
- develop target setting for individual pupils so that they have a clearer understanding of how to improve their work.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils make **good** progress and achieve **well** overall. Standards of attainment are at the level normally found at the end of the Reception Year with strengths in personal, social and emotional development, mathematical development, and knowledge and understanding of the world. Attainment is above average by the end of Years 2 and 6.

Main strengths and weaknesses

- In most years, results in the National Curriculum tests have been above the national average at the end of Years 2 and 6.
- Children make good progress in the Reception class.
- Pupils in Years 1 to 6 achieve well and make good progress in their learning.
- Pupils achieve good skills in literacy and numeracy because good opportunities are taken to develop these skills in other subjects.
- Pupils' achievement in information and communication technology is above average by the time that they leave the school.
- Pupils with special educational needs and those who are particularly talented or gifted achieve well because of the good provision made for them.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.0 (15.9)	15.7 (15.8)
writing	17.9 (15.4)	14.6 (14.4)
mathematics	18.7 (17.2)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.6 (27.9)	26.8 (27.0)
mathematics	27.0 (27.9)	26.8 (26.7)
science	31.2 (28.3)	28.6 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

1. In 2003, 93 per cent of the school's pupils in Year 2 attained at least the national expectation of Level 2 in the National Curriculum test in reading, and they all attained at least this level in writing and mathematics. The proportion of pupils attaining the higher Level 3 was above average in reading and well above this level in writing and mathematics. These results were well above the national average in reading and the results in writing and mathematics placed this school in the top five per cent of all schools in the country. There is no national test in science at the end of Year 2, but teachers assessed attainment to be in the top five per cent of all schools. These outstanding results are evidence of very effective teaching. The improvement in the school's average points score for reading, writing and mathematics was above the national trend from 1999 to 2003.

2. At the end of Year 6 in 2003, 71 per cent of pupils attained at least the national expectation of Level 4 in English, 76 per cent attained this level in mathematics and 100 per cent attained this level in science. In English, 18 per cent of pupils attained the higher than expected Level 5 while 29 per cent attained this level in mathematics and 71 per cent did so in science. The school failed to achieve its agreed targets for the proportion of pupils attaining at least Level 4 in English and mathematics, but the targets were set at a very high level. In 2003, the school's results were broadly in line with the national average in English and mathematics and well above the national average in science. The improvement in the school's average points score for English, mathematics and science was below the national trend, but attainment was normally above the national average from 1999 to 2003.
3. The school has relatively small numbers in each year group. This means that attainment is likely to vary from one year to another. Evidence from the inspection is that pupils are given levels of challenge which match their needs throughout the school and so achieve well. In this small school, all pupils are well known as individuals which means that teachers provide work appropriate to them. For example, pupils with special educational needs are given good support in their learning so that they make good progress and achieve well in relation to their prior attainment. Similarly, pupils who are particularly gifted or talented are identified and provided with challenging work which enables them to reach their potential.
4. Children enter the Reception Year with attainment and learning skills which are broadly average and cover a wide range. They quickly settle into the school's routines and gain in confidence because they are taught well. Because of this, they are achieving well and are on course to reach the standards expected nationally by the end of the year in communication, language and literacy and physical development. They are likely to exceed national expectations in personal, social and emotional development, mathematical development, and knowledge and understanding of the world. During the inspection, there was insufficient evidence to make a judgement on creative development. Children in the Reception Year are being well prepared to begin their work on the National Curriculum in Year 1.
5. In Years 2 and 6, attainment is currently above the expected levels in English, mathematics science, geography and history. In information and communication technology, attainment is above average in Year 6 but there was insufficient evidence to make a judgement in Year 2. In physical education, attainment is average in Year 2, but it is not possible to make a judgement about Year 6. Attainment in art and design is average in Years 2 and 6. There was insufficient evidence to make a judgement in design and technology and music. These good standards of attainment overall are evidence that pupils make good progress in their learning in Years 1 to 6 and achieve well. This is because the quality of teaching and learning is good overall.
6. Pupils develop good skills in literacy and numeracy because the planning of learning ensures that there are good opportunities for pupils to develop these skills in different subjects. For example, pupils develop and practise different kinds of writing in subjects such as geography, history and science, and speaking and listening skills are developed well overall. Similarly, pupils develop different skills in numeracy in subjects such as science, geography and design and technology. Information and communication technology is used very effectively to support learning in other subjects. As a result, pupils have above average skills in using information and communication technology by the time they leave the school. They have a very clear understanding of the potential of information and communication technology as a source of information for learning and use it very effectively.
7. A key element in the school's success in attaining good standards of attainment is the fact that all pupils are valued and included in all the school's activities. This means that pupils become confident and have a positive attitude to learning. The school has a good climate for learning. The headteacher and his colleagues make it clear that they value good quality work. The school is reflective and keen to continue its development. It is in a good position to raise standards of attainment further.

Pupils' attitudes, values and other personal qualities

The majority of pupils have **very positive** attitudes to learning and relationships between pupils and between pupils and adults are **very good** overall. Pupils' spiritual, moral, social and cultural development is **good** overall and attendance is **above average** during this school year. Pupils' personal development is **good**.

Main strengths and weaknesses

- Pupils are developing into confident, friendly and mature young citizens.
- The majority of pupils have attitudes which promote good learning.
- Children in the Foundation Stage have settled in well and are growing in confidence.
- Attendance is good and pupils arrive punctually.

Commentary

8. Most pupils, including those with special educational needs, have very good attitudes to learning and are eager to contribute and join in with school activities. For example, a gardening club for pupils in Years 3 to 6 clearly demonstrated their friendly and positive attitudes. Pupils' written work is well presented, reflecting a pride in their learning. In lessons, the majority of pupils behave well and many older pupils provide exemplary role models for younger pupils to emulate. However, where the behaviour management policy is not rigorously applied, some younger pupils behave immaturely and call out during lessons, so disrupting the learning of others. No instances of bullying were observed during the inspection and, in discussions, pupils feel that bullying is extremely rare and that any instances are dealt with quickly and carefully monitored.
9. Attendance has improved slightly and the current year's attendance to date is better than last year. However, attendance would be still higher if holidays were not taken in term-time and the school tries hard to discourage these absences. The flexible start to the day, over 15 minutes during which pupils carry out early work, ensures that the majority of pupils are in class by registration time.
10. Pupils develop good personal skills. In discussion, they talk politely and have a pride in their school and their achievements. In lessons, relationships are mostly very good. Pupils co-operate well, are supportive to others and respect each other's ideas and contributions, reflecting very good moral and social development. Assemblies reflect a close community, with many older pupils taking on tasks to assist staff. Pupils enjoy opportunities to compete against other schools and attend residential activities, and are involved in community projects associated with the church and village activities. Through the school's links with a school in Uganda and an 'Africa week', pupils have a strong understanding of racism and an awareness of the needs of others. This promotes good spiritual and cultural development. However, the school has yet to fully develop pupils' understanding of the multicultural society that exists in Britain. Pupils particularly enjoy the family atmosphere of a small school. At lunchtimes, they sit at tables in mixed age groups and older pupils enjoy the responsibility of looking after the welfare of younger ones. In the playground, pupils support others and play together harmoniously. School assemblies and church services provide pupils with a sense of special occasion and contribute well to spiritual development. Pupils have a positive view of the school and enjoy their learning.
11. Children in the Foundation Stage quickly settle down and learn the classroom routines. By the end of the Reception Year, children have progressed well in all aspects of personal, social and emotional development and exceed the levels expected for children of this age in this area of learning.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.0
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background

Exclusions in the last school year

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
86	0	0
2	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**.

Teaching and learning

The quality of teaching and learning is **good** overall.

Main strengths and weaknesses

- There are examples of very good and excellent teaching in Years 3 to 6.
- Information and communication technology is used very effectively overall to support learning.
- Very interesting learning activities motivate most pupils to work with sustained interest and concentration.
- Very good questioning tests and extends pupils' understanding.
- Effective planning and very good use of resources promote pupils' achievement well.
- In a minority of lessons, unsatisfactory management of behaviour adversely affects learning for other pupils.
- Marking does not consistently show pupils how to improve their work through setting short-term targets.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	7	10	5	0	0	0

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

12. The quality of teaching has improved since the school was inspected previously, with a higher proportion of very good and excellent teaching. Teaching and learning are consistently good in the Reception Year where the teacher has a clear understanding of how young children learn. Effective learning means that children are on course to achieve the standards

expected in the early learning goals designed for this age group, and to exceed them in personal, social and emotional development, mathematical development, and knowledge and understanding of the world.

13. In Years 1 to 6, the quality of teaching is good overall and there are examples of very good and excellent teaching in Years 3 to 6. In these lessons, pupils make very good progress in their learning and achieve very well. A major reason for this is that information and communication technology is often used very effectively to support learning in Years 3 to 6. There was not enough evidence to make a judgement in Years 1 and 2. Other strengths include learning being fun because activities are interesting and stimulating. Very skilful questioning tests and extends pupils' understanding and very effective use of praise and humour maintains pupils' interest and concentration. Planning is highly effective, and teachers and other adults work together very effectively to promote achievement for all pupils, including those with special educational needs. Learning resources, particularly those accessed from the Internet, engage pupils' interest so that they work with sustained enthusiasm and are eager to share their learning with other.

Example of outstanding practice

An English lesson in Years 5 and 6 made excellent use of information and communication technology to promote learning.

This lesson made use of previous work on 'The Iron Man' to help pupils to develop skills in writing instructional text. The lesson objective, on the interactive whiteboard at the start of the lesson, was to write a set of instructions on how to build a robot. The teacher made excellent use of the interactive whiteboard to create examples of such writing and to illustrate how to make the writing clear, for example, by using bullet points. A BBC website was accessed to provide further information, for example, of how to incorporate technical language. When pupils had done some writing, the digital camera was used so that they could use the interactive whiteboard to explain their work during the plenary session.

This teaching totally engaged the interest of all pupils so that they were very keen to respond to questions and to contribute to learning. It produced work of high quality; for example, one higher-attaining pupil succeeded in using technical language in her writing. Pupils explained their own work confidently, using the interactive whiteboard. Achievement for all pupils was very high because their tasks were adjusted carefully to match their capabilities.

14. In a minority of lessons, a few pupils have short concentration spans, lose interest, and behave in a way which distracts others. When these pupils' behaviour is not managed fully in accordance with the policy for behaviour management, the learning of other pupils is adversely affected. Throughout the school, pupils' work is marked regularly and thoroughly. However, marking does not consistently indicate what steps pupils need to take to improve their work further. The headteacher agrees that there is scope for short-term targets to be used more effectively to help pupils to raise their standards of attainment.
15. The strengths in teaching identified in the report from the school's previous inspection have been maintained and built on. This is a reflective school which analyses its work in order to move forward. An example of this is its very effective use of information and communication technology to support learning. This is a significant reason for the good quality of learning which pupils enjoy. The school's capacity for self-evaluation puts it in a good position to continue to develop its teaching strategies so that the quality of pupils' learning continues to improve.

The curriculum

The school provides a **good** curriculum overall.

Main strengths and weaknesses

- There is very good enrichment, through using information and communication technology to support learning.
- Very good links develop skills in literacy and numeracy in other subjects.
- There is good provision for special educational needs.
- A very good range of clubs, visits and sporting activities provide pupils with extra opportunities for learning.

Commentary

16. The judgement from the previous inspection was that the curriculum was broad and balanced, meeting the requirements of the National Curriculum, with good emphasis on English, mathematics and science. Strengths have been maintained and further improvements have been made.
17. There has been good progress since the previous inspection to promote pupils' learning, and citizenship features strongly within the curriculum, not least through the link established with a school in Uganda. The quality of the curriculum is now good overall. There is very good enrichment of the curriculum, through very good sporting and extra-curricular activities. For example, Year 2 pupils have very good opportunities to be involved in musical events in the local community. The school provides an effective curriculum which meets the national requirements. Strengths in the curriculum include long-term planning which identifies links between subjects especially for developing skills in literacy, numeracy and the use of information and communication technology. There is an effective two-year 'rolling programme' to take account of the mixed-age classes, which offers a good level of continuity and progression for pupils' learning. Personal, social and health education is good.
18. The school's accommodation and resources are good overall. The school buildings provide good space, with very pleasant grounds. There are two outside temporary classrooms. One of these re-locatable classrooms is in a poor state of repair and there are plans to replace it. The outdoor area and the school grounds, combined with the pond, wildlife area and adventure playground, offer very good provision for pupils overall. There is a small area for the Reception class children, which is due for redevelopment. Resources are generally good; they have been reorganised and improved, although the school recognises the need for more laptop computers to develop the 'mobile information and communication technology suite' further.
19. There is a very good range of activities outside class. Very good opportunities are provided for sport, with a very wide range of activities including football, netball and other games. Other activities include a residential visit to the Isle of Wight for Years 5 and 6 pupils, which is organised on a two-year rota and combined with other visits to a local outdoor centre. Music, dance and whole-school productions also enhance this aspect of the school's work.

Care, guidance and support

The school takes appropriate steps to ensure **good** levels of care, welfare and health and safety for its pupils. The school provides a **good** level of support and advice and **sound** guidance and makes **good** attempts to involve pupils by seeking and acting on their views.

Main strengths and weaknesses

- Induction links for children in the Foundation Stage are good.
- The school monitors pupils' personal development well and pupils feel that they are provided with good support.

- Marking and guidance written on pupils' work does not consistently help them to know how to improve further.
- The school council is starting to play an increasingly effective role in promoting pupils' ideas and opinions.

Commentary

20. The school has very good induction procedures into the Reception class and parents are happy with these arrangements. They include pre-school visits and parents' meetings. These arrangements help children to settle well when they enter the Foundation Stage.
21. The school has good arrangements to support pupils who may feel insecure. All staff, including office staff, know pupils well and there is a strong element of mutual respect underpinning very good relationships overall. There are good procedures for ensuring a healthy and safe environment and the governing body supports the headteacher well in this responsibility. Pupils are also made aware of the need to be responsible for their own welfare. For example, pupils in Year 6 attend a 'crucial crew day' on important life-saving skills. Procedures for child protection are good overall and teachers meet regularly to discuss any concerns about any individual.
22. Pupils with special educational needs are well known to all adults and are given effective support. This good support ensures that they make good progress and achieve well in relation to their prior attainment.
23. Although overall assessment procedures are good, the school has yet to clarify the next steps of learning for individual pupils consistently. For example, marking does not always give pupils clear guidance on how they could improve. The school has already identified through its planning the need to introduce a method of individual target setting to involve pupils further in their learning.
24. The school council is at an early stage of development and is already providing a good opportunity for pupils to be involved in improving school life. For example, a pupils' proposal to install lockers for older pupils has been actioned. The school council also helps to organise charity events, for example, raising funds for leukemia.

Partnership with parents, other schools and the community

Relationships with parents are **very good** and the school works **well** with the community to support learning.

Main strengths and weaknesses

- The majority of parents have very positive views of the school.
- Parents are supportive and help to promote learning.
- Links with neighbouring schools and secondary schools are good.
- Community links are good and support learning well.

Commentary

25. Through the parents' meeting and parents' questionnaire, it is apparent that parents have very favourable views of the school. In particular, they like the way that staff encourage pupils to mature and develop independence and think that teaching is good. Some parents felt that they were not kept sufficiently well informed about their children's progress. However the school currently provides termly opportunities for parents to meet with teachers and this is at least as good as most schools.
26. Parents actively share their children's learning. Many parents are involved in helping in school, for example, with reading, administration and visits. The Parent-Teacher Association is used as a forum to discuss any parental concerns as well as raising substantial funds to support improvements to the learning environment. These have included the purchase of two laptop computers, which were used very effectively to support learning during the inspection.

Parents of pupils with special educational needs are consulted appropriately about their children's learning.

27. The school office provides a very good first point of contact for parents and ensures that any concerns are fully addressed. The quality of the documentation that the school provides for parents is good. Pupils' annual reports include appropriately detailed information about their progress and areas for improvement. A particularly well-written section is called 'Recommended Parent Action' and includes helpful practical ideas such as playing 'I-Spy' with children in the Reception Year. The prospectus provides clear and helpful information. Newsletters are sent out regularly and provide useful information on events in school as well as curriculum topics. Through the Healthy Eating Initiative, the school has carried out its own questionnaire and, through constant self-evaluation, is always seeking ways to improve the partnership with parents further.
28. Links with the community are good. There are good sporting links with neighbouring schools and coaches from the local community are involved in extra-curricular activities. The school uses the local area to support pupils' learning, for example, with visits to Billericay High Street and Southend. Links with a Ugandan primary school provide good opportunities for pupils to learn about the wider world.

LEADERSHIP AND MANAGEMENT

The headteacher provides **very good** leadership and is **very well** supported by his colleagues. The governing body plays a **good** role in the management of the school.

Main strengths and weaknesses

- The headteacher provides clarity of vision for the school and has a determination to enable all pupils to succeed.
- There is a strong unity of purpose in the school and the headteacher receives very effective support from his deputy and other colleagues.
- The school is developing a very effective culture of analysis of its strengths and areas for development so that future developments can be planned systematically.
- The professional development of staff is given a high priority so that teaching and learning is rooted in a high level of competence and confidence.
- The day-to-day life of the school is managed efficiently.
- The governing body has a good understanding of the school's strengths and potential areas for development and ensures that the school complies with statutory requirements.

Commentary

29. Since his appointment, the headteacher has developed a clear vision for the school. It is based in a determination to value all pupils so that they become confident and develop positive attitudes to learning and to life. He wants pupils to receive a broad education which gives them the skills to lead fulfilled lives because they have achieved their potential.
30. There is a very good unity of purpose in the school and the headteacher receives very effective support from all his staff. In this small school, teachers have responsibility for a number of subjects and manage and lead their subject areas very well overall. As a result, pupils benefit from a good curriculum and very good opportunities for experiences out of class which enrich their learning. Teachers and other adults provide a good level of care for pupils. For example, the provision for pupils with special educational needs is managed well and reflects the current Code of Practice. Individual education plans for these pupils are clear, identify short and long term objectives for their progress and provide a good record of their achievement. As a result of this support, these pupils make good progress in their learning in relation to their prior attainment. Similarly, there is a register of gifted and talented

pupils identified in the areas of literacy, numeracy, music, physical education, science and design and technology. This enables the school to plan suitably challenging learning activities for them so that they achieve well. However, there is scope for the development of short-term targets so that pupils have a clearer understanding of what they need to do to improve their work.

31. The headteacher appreciates that the professional development of staff is a key element in pupils' learning experiences and gives this a high priority. For example, staff have received effective training in information and communication technology skills and the potential of information and communication technology to support learning. As a result, the school is particularly successful in using information and communication technology to support learning in all subjects. Pupils are being given a very good introduction to the importance of information and communication technology as a tool for learning. Very effective professional development is enabling the school to provide its pupils with an education of good quality.
32. The headteacher recognises that the school needs accurate data about its performance if it is to plan its future development systematically. A recently-appointed assessment co-ordinator is developing effective systems for assessing pupils' attainment and progress. This analysis is being supported by a computer program being developed by the local education authority. The analysis of individual pupils' attainment and progress is supplemented by an analysis of the national tests that pupils take at the end of Years 2 to 6. At this stage, the major analysis is of the National Curriculum tests at the end of Years 2 and 6. The school has good systems for evaluating data related to its performance. Given its developing culture of self-review, the school is in a strong position to plan its future development effectively.
33. The governing body is effective. Governors clearly care about the school and have a good understanding of its strengths and areas for development. They ensure that the school complies with statutory requirements. Governors are developing an increasingly strategic role and play a satisfactory part in planning the school's future. They are effective in ensuring that the principles of best value are in place in decision-making, for example, in the school's recent heavy investment in information and communication technology to support learning. Governors exercise appropriate control over the school's finances.
34. The school is managed well on a day-to-day basis. Its routines are simple and well understood. There are clear procedures for ordering and paying for goods, and they are managed well by the school's financial assistant. Teaching assistants, clerical staff and other adults in the school are effective in ensuring that the school functions efficiently and that pupils benefit from a stimulating learning environment.
35. Major aids to achievement are the commitment and hard work of teachers and other adults, the very effective use of information and communication technology and the clarity of vision and high aspirations of the headteacher. The main barriers to learning are the potential restrictions of a small school, which the school manages very well, and the short-term concentration spans of a few pupils which interrupt learning for others. However, the school is a reflective organisation which is developing a good culture of self-evaluation so that it has good potential for further development.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	313,961	Balance from previous year	25,355
Total expenditure	302,043	Balance carried forward to the next	11,917
Expenditure per pupil	3,082		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Reception class is good. This is an improvement since the previous inspection and children are well prepared for the next stage of their learning. Currently, there are only nine children in the year group and, of these, only four remain for the whole day. These children are taught together with some pupils from Year 1. Children achieve well because of the consistently good teaching, the very good preparation of a wide range of stimulating resources and the well-planned provision of relevant activities that are clearly matched to the children's needs. The staff work very well together, successfully supporting each other. The accommodation for outdoor play activities is to be redeveloped over the next few months because, although there is access to a separate outside garden area, there is no room for large apparatus or different surfaces.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Clearly planned learning opportunities develop children's social skills well.
- There is good reinforcement of the expectations for behaviour.
- Clear routines are established in which children become secure, settled and happy.
- Children are in line to exceed the expected goals by the end of the Reception Year.

Commentary

36. Children enter the school with average social skills. There are appropriate strategies to build these up, so that, by the end of the Reception Year, most of the children exceed the expected standards. Good teaching has a clear beneficial impact on children's learning. All staff, including the teaching assistant, create a calm and secure environment in which children become confident learners. New children are settled in thoughtfully and successfully and are happy to come to school. With helpful encouragement and sensitive handling, they begin to form positive relationships with each other and with adults. For example, four children worked very amicably together making a long train with a construction kit. Children become aware of routines and successfully adjust to learning in a whole-class group. They gradually develop independence through carefully thought out strategies, such as self-registering on entering the classroom. A good range of activities is provided at the beginning of each morning to encourage children to make choices and to explore different materials. For example, three children chose to use spades to scoop up the autumn leaves in the outside garden and place them into black sacks, while others chose to use a computer program to colour 'Elmer the Elephant'.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teaching promotes learning effectively.
- There are good links with other areas of learning.
- Good planning takes into account the ages and learning needs of children.
- Children are in line to achieve the expected goals by the end of the Reception Year.

Commentary

37. The overall good teaching in this area ensures that there are well-planned opportunities provided for children to develop their communication, language and literacy skills. For example, clear questioning techniques help them to think about what they are doing and to talk to each other and to adults. One pupil spoke clearly about his construction, *'This is a jet. It has two guns.'* Carefully chosen stories enable children to increase their literacy skills. Good planning takes account of the ages of children in the class. For example, they enjoyed joining in a story about some amazing multicoloured glasses. Older children are encouraged to retell the story, while the younger ones listen well. This effectively builds up their vocabulary and develops their speaking and listening skills while reinforcing their understanding of the story. Good links are made to other areas of learning. For example, finger paints are used to help children to practise their handwriting skills through tracing over prepared letters and words with the paints. All the areas of learning benefit from planned discussions between children and adults.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching results in good achievement overall.
- Lessons are well planned with clear aims that are shared with children.
- Adults collaborate well to promote children's learning.
- Children are in line to exceed the expected goals by the end of the Reception Year.

Commentary

38. Early indications are that children are on course to exceed national expectations in their mathematical development. They are already counting to 20, with some children counting beyond this. Some children are beginning to record simple addition sums. Good teaching effectively extends what children know and provides many well-planned opportunities to enhance their learning. Teaching is clear and precise so that children know what is expected of them and work is effectively planned to meet the needs of all children. Learning is effective because children are given many practical problem-solving activities to enhance their understanding and useful challenges to build on what they have learned. For example, practical activities successfully reinforced children's understanding of '6', when a different selection of red and blue bands was divided among six children so that they could see the answer by adding the two colours. Another group explored the number six by using two different coloured blocks. One child said, *'It's all to do with the number six!'* Musical instruments were used effectively to support children's learning through playing various patterns of six beats, and this effectively built on their creative development. The careful selection of resources stimulates children's interest and successfully supports their learning about numbers and shapes. Good collaboration between the staff effectively supports children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good teaching promotes learning well.
- Very good preparation of resources and stimulating displays engage children's interest.
- Very good support from the teaching assistant enables children to make good progress.

- Good use of information and communication technology supports all areas of learning.
- Children are in line to exceed the expected goals by the end of the Reception Year.

Commentary

39. Good teaching in this area ensures that children become well aware of the world around them. The very good preparation and provision of a wide selection of different resources stimulates children's interest and focuses their attention. For example, the displays and use of artefacts, posters, pictures and books on light and change effectively build on children's understanding and knowledge about the subject. During a discussion about light sources, skilful questioning helped one child to explain why they couldn't see the sun, *'It's at the back of the clouds'*. An observation of a lesson in design and technology highlighted the use of stimulating resources that produce, for example, wonder when different colours are created with cellophane. Computer programs are well chosen to support children's learning, for example, about colour, number and stories. An analysis of displays showed the good use of a digital camera to produce photographs of children playing games which enables them to reflect on their learning. There is very good collaboration between staff, and the teaching assistant provides very good support. Good planning ensures that staff are well deployed and clearly know what to do to help children to make progress. There is good interaction and intervention with children.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good use of construction toys develops manipulative skills.
- Good teaching promotes effective learning.
- Good preparation of resources helps children to make progress.
- Children are in line to achieve the expected goals by the end of the Reception Year.

Commentary

40. Good teaching in this area encourages appropriate physical development. For example, in one lesson, the good use of praise and encouragement to affirm children's behaviour and effort enabled them to try harder. Clear instructions result in children making good progress in their awareness of space and in practising different body shapes, such as stretching, curling and twisting. Well-chosen equipment and the available construction kits clearly contribute successfully to developing children's manipulative skills through, for example, handling and building a range of objects. Children handle such tools as pencils, scissors, paintbrushes and glue with increasing dexterity. There is daily access to the outdoor garden area. However, there is no continuous access to firm surfaces on which to organise activities with trikes, large play apparatus and balls. To compensate in some measure for this deficiency, time is set aside for use of the school playground.

CREATIVE DEVELOPMENT

41. It was not possible to make an overall judgement of provision or standards in this area of learning. Work on display showed that children are given appropriate opportunities for practical experiences and a good selection of materials to explore a number of techniques that adequately develop their skills in art and design. Role-play effectively builds on children's imagination through the good use of a Doctor's Surgery and a Doll's House during the early morning activities session.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve high standards in English because the quality of teaching and learning is very good overall.
- Most pupils have very good attitudes to learning and work with enthusiasm.
- Very good use is made of information and communication technology to support learning.
- Stimulating learning activities engage the interest of most pupils.
- Pupils with special educational needs make good progress because the provision for them is good.
- The subject is well led and managed.
- Pupils are not given clear targets to help them to improve their work.

Commentary

42. Pupils' speaking and listening skills are well above nationally expected standards by the time that they leave the school. In Years 1 and 2, pupils speak confidently and express themselves cogently but, for a few, listening skills are less well developed. In Years 3 to 6, pupils' articulacy increases and they are confident when speaking in public, for example, when describing the music in assembly. In lessons, pupils listen with an impressive level of sustained concentration. Achievement in speaking and listening is good.
43. Reading skills are good throughout the school. Higher-attaining pupils read fluently and with good expression. They discuss their reading intelligently and compare authors and characters with insight. Average pupils are competent readers whilst lower-attaining pupils read with little expression and find new words difficult to read. Some are not clear how to use the classification system to find information in a library.
44. Pupils' writing is above nationally expected standards. In the National Curriculum tests in writing at the end of Year 2 in 2003, pupils attained results which placed them in the top five per cent of all schools nationally. Handwriting is mostly neat and well formed. Higher-attaining pupils' spelling is above average and they write extended pieces of work with a good level of accuracy. There are some good examples of imaginative writing with very good use of language. For example, in Year 6, good examples of effective use of language included '*slowly sinking into the cool water*', '*fear is the wolves at night howling at the moon*', and '*the star in the deep black sky was gradually coming closer*'. Average and lower-attaining pupils are more prone to spelling and grammatical errors in both Years 2 and 6.
45. The quality of teaching and learning observed during the inspection was good in Years 1 and 2 and very good in Years 3 to 6. The outstanding results achieved by pupils in the 2003 National Curriculum tests at the end of Year 2 are evidence of highly effective teaching and very good use of the National Literacy Strategy. A key element of teaching is the very effective use of information and communication technology to support learning. This engages pupils' interest very effectively so that they work with enthusiasm and sustained concentration. Teachers use questions very skilfully to test and develop pupils' understanding, maintain a brisk pace and use resources to very good effect to promote learning. As a result, in most lessons, pupils are eager to respond and to share their work with others. Teachers successfully match learning activities to pupils' needs so that they make good progress in the mixed age classes. Homework is used well to extend learning and this contributes well to pupils' good achievement. Pupils with special educational needs

are supported effectively and, as a result, make good progress in their learning. Work is regularly and supportively marked, but marking does not consistently indicate how pupils might improve their work.

46. The subject is very well led and managed. The subject leader has a clear understanding of the subject's strengths and is ambitious to improve it further, for example, by developing pupils' writing skills in order to increase their fluency and confidence.

Language and literacy across the curriculum

47. Very good opportunities are taken to develop pupils' literacy skills in other subjects. There are good examples of different types of writing being practised in subjects such as geography, history and science. Speaking and listening are encouraged in most subjects and pupils develop good speaking skills in different situations. They develop good skills as independent learners and are able to access information in various ways. Their ability to use information and communication technology for this purpose is well above average.

MATHEMATICS

Provision in mathematics is **good overall**.

Main strengths and weaknesses

- Outstanding attainment in the National Curriculum tests for pupils in Year 2 in 2003.
- The majority of pupils in Year 6 achieve good standards overall.
- Very good use is made of information and communication technology in Years 5 and 6 to support and enhance pupils' learning.
- No specific targets have been set for pupils to evaluate their own progress and identify where they can improve.

Commentary

48. Attainment in both Years 2 and Year 6 is above average, and pupils' standards of attainment in Year 2 in the National Curriculum test in 2003 were in the top five per cent in the country. The majority of pupils in Year 6 reach good standards overall and generally all pupils achieve well in relation to their prior attainment. Pupils, including those identified as having special educational needs, generally make good progress in lessons, and there is no significant difference between the standards achieved by boys and girls.
49. Since the previous inspection, standards in mathematics have improved and the school has worked hard to ensure that plenary sessions are now effective in drawing together the main points in lessons and evaluating pupils' understanding. Children come into the school with average skills in mathematics and their understanding of numbers. They make good progress and achieve well so that by the time they leave Year 2, they have a good developing understanding of hundreds, tens and units and secure skills in simple calculations. Effective teaching enables them to recognise the relationships between numbers, and to apply their knowledge about tens and units to money, using ten-pence and one penny coins. As they progress through the school, pupils become increasingly secure in facts about numbers and, by Year 4, use this knowledge successfully to check their calculations and ideas. For example, when using fractions to work out 'a quarter of 16', pupils used their knowledge of division to check that the answer was 'four'. By Year 6, they put decimals in the correct order and understand the difference between tenths and hundredths.
50. Computers are used very effectively to support learning in mathematics lessons. There is very good use of information and communication technology in Years 5 and 6 to support and enhance pupils' learning and they are particularly secure in how to use an interactive whiteboard to show their understanding. Teachers also use information and communication

technology well in lessons to illustrate patterns in numbers, to use grids quickly and efficiently and to create graphs.

51. There is a good emphasis on mental arithmetic, simple problem-solving, and calculating numbers. The curriculum is well planned and also offers good opportunities for the study of two and three-dimensional shapes, measurement, capacity and weight. Fractions, including decimals, feature in pupils' work, and there is good use of graphs, charts and frequency tables. Work is generally quite well presented, with some good interactive comments from staff and pupils in Years 5 and 6. There is some untidiness, however, and, for example in Years 1 and 2, there is not enough use of rulers to keep presentation neat.
52. Teaching is good overall, with very good lessons observed in Years 3 and 4, and 5 and 6. Lessons are generally well planned, with good subject knowledge and a good range of methods to promote pupils' learning. Staff usually encourage pupils effectively and set a good pace to lessons, with a high level of challenge for pupils of different levels of attainment. However, in a minority of lessons, the pace is sometimes not sufficiently challenging and some work, especially for Year 1, is not well matched or structured to meet pupils' needs, although they do respond well and make reasonable progress. Pupils are usually well motivated, keen, responsive and offer pertinent suggestions, particularly in Years 5 and 6 where their levels of attention and concentration are very good. In Years 1 and 2, although most pupils are attentive, there are a few who find it more difficult to concentrate on the lesson and some tend to call out, which is distracting for others. However, resources, particularly in information and communication technology, are used well in lessons, with very good opportunities for older pupils to use computers to support their learning.
53. The school has implemented the national strategy for the teaching of numeracy effectively. The curriculum reflects the requirements of the National Curriculum and offers a good varied programme of study. The marking of pupils' work is regular and there are some comments from staff on how to improve, but these are not consistent across the school. Targets for what pupils are to learn next and how they can improve are not consistently set. The assessment of what pupils achieve is systematic and based on results in national tests. Staff are generally perceptive as to what pupils know and can do and use this information to guide future teaching and learning. Resources are generally good and are used effectively, especially in information and communication technology. The leadership and management of mathematics in the school are good. The subject leader has monitored pupils' work and, based on her findings, has identified and improved the use of mathematical language across the school, for example.

Mathematics across the curriculum

54. Pupils often use mathematics in other areas of the curriculum and, in so doing, develop an understanding of how they can apply their knowledge. For example, they use graphs and tables in geography and timelines in history. These opportunities are well planned and thought through carefully in the long and medium-term planning of the curriculum. Other subjects, particularly information and communication technology, are used well to support learning in mathematics.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well at the end of Year 2 and Year 6, which reflects good teaching overall.
- There has been very good improvement in the planning of investigations and experiments, which was highlighted as an area for development at the last inspection.

- There are good links across the curriculum to support the subject, particularly in English, mathematics, art and design, and information and communication technology.
- Marking does not consistently give a clear indication as to how pupils can improve their work.

Commentary

55. Pupils attained very good standards in the National Curriculum tests in 2003 at the end of Year 6. Teachers assessed attainment in science at the end of Year 2 to be in the top five per cent of all schools in the country in 2003. An analysis of pupils' work recorded in their books confirms these well above average standards. No differences were evident between the achievement of boys and girls; they all achieve very well, including those with special educational needs, in relation to their prior learning.
56. Across the school, pupils have a very wide range of opportunities to investigate and experiment in order to develop their scientific enquiry skills. For example, in Years 1 and 2, pupils have experimented with plants in the environment, keeping a written record over a three-week period of the results of an experiment to find out if plants need water. In addition, they explored movement and forces and have been introduced to technical vocabulary, such as 'push', 'stretch', 'pull', 'twist' and 'squash' to describe their actions when using play dough. For example, *'I stretched it and pulled it and pushed it when making a piglet.'* In Years 3 and 4, pupils have investigated whether water travels up the stems of plants. One pupil recorded, *'After ten minutes the celery stem went red...when you put the celery in the dyed water it is carried up the stem to the leaves'*.
57. The subject is well supported by other areas of the curriculum. For example, in an experiment set up in Years 5 and 6 about how the sun moves across the sky during the day, pupils used their mathematical skills to construct their own sundial and measure the time and length of the shadows. They used their information and communication technology skills to record their findings on a graph and their English skills to record their findings in their writing. For example, *'During the early part of the day, the shadow is long, then reduces in length and increases in length at the end of the day. The shadow is shortest around midday'*. Pupils make good use of the Internet to research information about different topics, such as space, and the lives of famous scientists such as Sir Isaac Newton.
58. Although only two lessons were observed during the inspection, one of which was satisfactory and the other very good, an analysis of pupils' past work clearly indicates that there is very good teaching across the school. Very good teaching produces very good attitudes to work. There are high expectations for the presentation and organisation of pupils' work with good challenge and planned activities that are stimulating and clearly motivate them. Learning resources are carefully chosen to create interest. They focus pupils' attention and develop their curiosity. However, the marking of pupils' work does not consistently identify pointers on how they can improve. Scientific language is developed systematically and pupils are encouraged to use and spell technical words with accuracy, for example, 'eclipse', 'reflective', 'opaque' and 'light beam' in Year 6. Pupils are also required to explain their ideas clearly, which helps to reinforce their speaking skills. For example, pupils in Year 6 were asked to investigate and explain why light travels in straight lines. The experiment included the making of a box from black cardboard, with a light bulb fixed inside and the result was, *'The slit in the box let a narrow beam of light escape...the beam was a straight line'*. Very effective teaching developed this observation further by using pupils' mathematical skills to calculate the angles of reflection.
59. Science is led and managed effectively and efficiently. This contributes very effectively to pupils' progress and standards of attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Very good leadership and management of the subject.
- Good improvements since the previous inspection.
- The direct teaching of information and communication technology skills is very good in Years 5 and 6.
- There are good links to support other subjects in the curriculum.
- There are above average standards by the end of Year 6.

Commentary

60. By the end of Year 6, pupils' skills are well developed and they attain above average standards. In the lesson observed in Years 5 and 6, very good teaching had a very positive impact on pupils' learning and the very good progress that was made. There was insufficient evidence to judge attainment at the end of Year 2.
61. There have been a number of improvements since the last inspection. These include:
- The improved provision for control technology.
 - The appointment of a highly skilled subject leader.
 - Teachers have greater confidence and competence as a result of helpful training.
 - Information and communication technology is used well to support other subjects of the curriculum.
 - A successful 'mobile' information and communication technology suite has been developed with the effective use of laptop computers.
62. The acquisition of laptops, a digital camera, digital projectors, a scanner, interactive whiteboards and the establishment of radio networks allowing Internet access means that the school is well placed to continue to improve.
63. An analysis of pupils' past work on display and recorded in photographs and on disk shows that they are confident in accessing the Internet for research. For example, pupils in Years 3 and 4 have found out about invaders and settlers and put themselves in the place of a Roman soldier as he writes a letter home. They have used a newspaper format to create, for example, *'The Saxon Times'*. In addition, pupils in Years 5 and 6 have researched information to include an effective 'PowerPoint' presentation about 'Life since 1930'. These topics make a very good contribution to the development of pupils' historical enquiry skills. Very good teaching in Years 5 and 6 is highly effective because of the planning of imaginative learning tasks that fully engage the interest of all pupils so that they make very good progress and achieve very well. There is a systematic build-up of pupils' information and communication technology skills through the very effective use of the interactive whiteboard that focuses their attention and ensures that they are fully involved in their work.
64. The subject is very skilfully led and managed. The subject leader is highly effective and knowledgeable and provides secure leadership so that all staff are very well supported. He has introduced a 'mobile' information and communication technology suite consisting of five laptop computers that effectively support the subject in the classrooms. The subject action plan is very well presented and shows a clear understanding of future needs in the subject, including the implementation of, for example, a robust assessment scheme.

Information and communication technology across the curriculum

65. Frequent opportunities are taken to support pupils' learning in other subjects by using information and communication technology. This not only means that pupils have above average skills in using computers, but also that they see information and communication technology as a natural source of information for their learning. There are examples of information and communication technology enhancing the quality of learning in virtually all subjects. This use of information and communication technology is a significant strength in the school's provision for its pupils' learning.

HUMANITIES

Geography and History

66. Work was sampled in geography and history. An analysis of pupils' work in both subjects shows that standards of work are above average in Years 2 and 6. The good standards found when the school was inspected previously have been maintained. Good opportunities are taken to develop pupils' literacy skills in both subjects, and numeracy skills are developed well in geography. The use of information and communication technology is very good in Years 5 and 6.
67. During the inspection, no history was taught so it was not possible to judge the quality of teaching. In geography, one lesson was observed and in that lesson, the quality of teaching and learning was satisfactory.

Religious education

Religious education will be inspected separately by the diocese.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The provision for art and design, design and technology, music and physical education was sampled.

Art and design and Design and technology

68. There is insufficient evidence to judge the quality of teaching or standards of attainment in these subjects. An examination of sketchbooks and displays of pupils' work in art and design shows that pupils are given varied and interesting work. There is good use of information and communication technology to support learning. The small amount of work available for examination in design and technology shows good links with mathematics and information and communication technology.

Music

69. No music was taught during the two days of the inspection so it is not possible to judge the quality of teaching and learning or standards of attainment. Whole-school singing in assemblies is above average and some 12 pupils from Years 4, 5 and 6 support singing well on hand chimes. Pupils have opportunities to learn recorder, and regular music and drama productions, for example, 'The Owl and the Pussycat' involve all pupils and give valuable experience of performance.

Physical education

70. There was insufficient evidence to form a judgement about standards of attainment in Years 2 and 6, but standards in swimming are above average. Pupils' attitudes are good and there are good opportunities outside class for dance and different games, including soccer and netball.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good overall**.

Main strengths and weaknesses

- Whole-class discussions are effective in promoting a sensitive awareness of others.
- The school council is promoting an early awareness of democracy.
- The links with a school in Uganda are very effective in making pupils aware of difficulties in the developing world.

Commentary

71. The school's programme for personal, social and health education is satisfactory overall. There is an agreed programme for sex and relationships education and a written policy on race equality which complies with legal requirements. The school nurse supports learning in sex education for Years 5 and 6 and this aspect of the school's work is also covered appropriately in the science curriculum. An awareness of drugs and other substances is also covered. Relationships and the importance of being sensitive to the needs of others are covered well in whole class discussions in 'circle time'. The work of the recently-formed school council is providing pupils with an effective introduction to the workings of democracy and the role of citizenship. Their awareness of the responsibilities of citizenship in a wider sense is very well promoted by the school's link with a primary school in Uganda. This is enabling pupils to understand the nature of poverty and this is promoting a range of support for charities as pupils try to support those less fortunate than themselves.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

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

