

INSPECTION REPORT

STAMBRIDGE PRIMARY SCHOOL

Rochford

LEA area: Essex

Unique reference number: 114848

Headteacher: Mrs C Coster

Lead inspector: Mr J Earish

Dates of inspection: 6th – 8th June 2005

Inspection number: 267974

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:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	81
School address:	Stambridge Road Rochford Essex
Postcode:	SS4 2AP
Telephone number:	01702 544369
Fax number:	01702 530713
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Taber
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

Stambridge Primary School is situated on the main road between Rochford and Stambridge. It is much smaller than most other primary schools nationally. There are 81 boys and girls on roll aged 4 to 11 years, who are taught in four mixed age classes. Pupils came from a wide range of settings, but mainly from Rochford and neighbouring villages. Some live in owner-occupied accommodation, but there are many in privately rented or council housing. There is significant turbulence in the numbers of pupils joining the school. For example, 27 per cent of the current Year 6 did not join the school in the first year. Twenty-two per cent of pupils are identified as having special educational needs. This proportion is above the national average. The range of pupils' needs includes moderate learning difficulties, social, emotional behavioural problems, and speech and communication disabilities. The percentage of pupils with a statement of special educational need, at 2.4 per cent, is broadly in line with the national figures. There are nine pupils eligible for free school meals, and this is below the national average. There are very few pupils from ethnic minority backgrounds, and all pupils have English as their first language. Attainment on entry to the school is well below average but each year group has a different proportion of higher and lower attaining pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23216	J Earish	<i>Lead inspector</i>	Mathematics Science Information and communication technology Design and technology Physical education
19677	M Cumbers	<i>Lay inspector</i>	
20063	G Slamon	<i>Team inspector</i>	Foundation Stage curriculum Special educational needs English Art and design Music Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Stambridge Primary School is an improving school that has been through a period of turbulent change. It now provides a **satisfactory standard of education** for its pupils. Through a very good action plan the headteacher and leadership team, in partnership with the local education authority (LEA), have assiduously addressed concerns about the quality of leadership and management, the teaching and learning, and the behaviour and self-esteem of the pupils. The school is increasingly effective, but much of the work is very recent. The school has been successful, in a very short time, in improving pupils' behaviour and attitudes to learning. The new teaching staff work very well together, and this has helped to raise self-esteem amongst the pupils. The school currently provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The quality of teaching and learning has recently improved and is consistently good. Pupils are now making good progress during lessons.
- Children in the Foundation Stage receive a good start to their education and achieve well.
- The leadership of the headteacher is very good. She has secured the future of the school and appointed a new team of teachers who work very well together. Teamwork is now a significant strength.
- The school is committed to educational inclusion and to the promotion of equality for all.
- Pupils are cared for very well in a warm and friendly environment.
- The use of individual targets to raise standards in writing could be improved.
- Accommodation is unsatisfactory.
- The rate of attendance is unsatisfactory.

Overall, the key issues for improvement from 1999 have now been satisfactorily addressed, but much of this is very recent. The new headteacher and teaching staff, supported by the governors, have rigorously monitored the school and correctly identified that standards and achievement had previously been unsatisfactory. The many initiatives recently initiated by the school are now ensuring that all groups of pupils are making good progress during lessons. Teaching and learning are now consistently good, as is the behaviour of pupils and their self-esteem. However, the rate of attendance has declined.

STANDARDS ACHIEVED

Owing to the small size of the school, few pupils are tested each year. The grades reported, therefore, need to be treated with some caution, since variations in the performance of just one or two pupils can disproportionately affect the overall grading.

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	C	C	E	E
mathematics	C	E	E	E
science	E	E*	C	C

Key: A – well above average; B – above average; C – average; D – below average; E – well below average; E – very low.*

Similar schools are those whose pupils attained similarly at the end of Year 2.

From a low starting point, **pupils achieve satisfactorily overall**. Children in the Foundation Stage are achieving well because of the consistently good teaching they receive, but most do not reach the Early Learning Goals by the time they start in Year 1. Inspection evidence indicates that

standards in Year 2 are below average in reading, speaking and listening, mathematics and science, but well below average in writing. However, this group of pupils has made good progress since the beginning of the school year, with a significant improvement to the numbers attaining level 2 in reading, writing, science and mathematics. In Year 6, standards are well below average in English, mathematics and science. However, a quarter of the pupils in this cohort have joined the school since Year 2, of which a half have been identified as having special educational needs (SEN) or have statements of need. If these pupils are removed from the calculations, standards in mathematics are likely to be average, and in English and science they are below average. This represents good progress since Year 2. Standards in information and communication technology (ICT) are satisfactory overall, and ICT is now being used well to enhance learning in all subjects. Pupils in Years 3, 4 and 5 are also making good progress during lessons. For example, Year 3 pupils who were judged to be in the bottom five per cent of all schools nationally at the end of Year 2 are now below average in mathematics and reading. Pupils in Year 5 are on course to achieve satisfactory standards in mathematics and science by the end of Year 6, although standards in writing remain a weakness. No judgements about standards could be made in other subjects. Overall, pupils' **personal development, including their spiritual, moral, social and cultural development, is good**. Their attitudes towards learning and their behaviour are good. Attendance is improving, but is still currently unsatisfactory. Punctuality is satisfactory. Many children are taken on holiday during term time.

QUALITY OF EDUCATION

The quality of education is now satisfactory. Teaching and learning are consistently good overall and teachers are making better use of assessment data to set precise targets for individual pupils. Teachers are good at ensuring that all pupils are included in lessons; they manage pupils' behaviour well, and make good use of the skilled teaching assistants who work alongside them in class. Overall, the curriculum is satisfactory. It has the required breadth and balance and is enriched by a very good range of additional activities. The accommodation is unsatisfactory. The size of the Year 2 classroom and the outdoor play space for the Foundation Stage children is unsatisfactory. The governors have plans to address this weakness once agreement has been reached with the LEA. Care and welfare are very good. Teachers and teaching assistants care for pupils very well in a warm and friendly environment. The quality of support for pupils with SEN is improving and is satisfactory overall. This is because assessment is being used effectively to analyse these pupils' needs and build carefully on their prior learning. Relationships with parents are good, and the school is working hard to improve the rate of attendance. Links with the community are good, as is the partnership with local schools and colleges.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good. The new headteacher, teachers and governors have built an inclusive school where all are equally involved. The school is effectively managed, and is now very good at identifying areas for improvement and in seeking ways to overcome weaknesses and address disadvantage. Governors are supportive of the school and have a clear understanding of what the school does well and how they can help improve things further. The quality of their work is good. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express very positive views about the school. Pupils say they enjoy school, feel safe and have an adult they can go to if they were worried at school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve standards is to:

- Make better use of assessment data to set individual targets for improvement in writing so that work is appropriately matched to the widely varying learning needs of pupils.
- Improve the accommodation.
- Improve the rate of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils is **satisfactory** overall. Boys and girls generally achieve equally well, and pupils with SEN achieve well in the Foundation Stage and satisfactorily overall. From a low starting point, children attain standards that are below average in relation to the goals they are expected to reach by the start of Year 1. This represents good achievement for this group of children. By the end of Year 2, standards are below average in reading, speaking and listening, mathematics and science, but well below average in writing. All groups of pupils have made good progress since the beginning of the school year, including the third that have been identified as having SEN. Standards are well below average in English, mathematics and science by the end of Year 6, although standards in reading are satisfactory. Pupils in Year 5 are on course to achieve satisfactory standards in mathematics and science by the end of Year 6, though standards in writing remain weaker. This represents good achievement for this group of pupils.

Main strengths and weaknesses

- From a low starting point, children in the Foundation Stage achieve well. In particular they make very good progress in communication, language and literacy and in developing personal and social skills.
- The quality of teaching and learning is good, and pupils achieve well in lessons.
- Standards are rapidly improving, although writing remains a weaker area across the school.
- Pupils achieve satisfactory standards in reading by the age of 11 years.

Commentary

1. No great reliance can be placed on the national test data as an indicator of the school's effectiveness. The number of pupils taking the tests at the end of Years 2 and 6 fluctuates considerably from year to year, and is often small. For example, in 2004 only twelve pupils from Year 2 and eleven from Year 6 were tested. Therefore, conclusions drawn from the results achieved in a single year may be unreliable because the performance of a single pupil can have a disproportionate effect of the school's overall performance. In addition, there is significant turbulence in the numbers of pupils joining the school. For example, 27 per cent of the current Year 6 did not join the school in the first year. For these reasons, the test data normally included in this section of the report have been omitted.

2. On entry to the Reception year, children generally have low levels of basic literacy and numeracy, and underdeveloped social skills. Their good progress is underpinned by the high priority placed on social development, but children's general level of performance is affected by their restricted vocabulary and limited experiences outside school.

3. Following the appointment of a new headteacher in 2003, an audit of the school's performance was undertaken. She determined that significant improvements were needed to the quality of teaching and learning, to leadership at all levels and to the progress that pupils were making. In addition, urgent improvements were needed to the behaviour and self-esteem of the pupils. A subsequent check on the school's progress since then shows that good gains have been made. This was acknowledged by the parents at their meeting with inspectors. Parents were particularly pleased with the improvements to the climate for learning, and confirmed that their children now enjoy learning and like going to school.

4. The school's recent success in addressing the climate for learning has been due largely to the headteacher's strong focus on raising the expectations of staff, particularly in respect of the challenge for pupils of differing abilities. For example, inspection evidence shows that all groups of pupils have work planned for them which is suitably challenging and well matched to their differing abilities. Currently, the school has begun to implement initiatives designed to improve pupils' speaking, listening and writing skills. These include improvements to the opportunities for speaking and listening, and providing better opportunities for pupils to apply their writing skills learned in English throughout the curriculum. Improvements have also been made to assessment and subject leadership, which are helping to raise attainment. These were identified as important elements by the school as part of its strategy for school improvement.

5. Inspection evidence shows that pupils are now achieving satisfactorily overall. From a low starting point, children in the Foundation Stage are achieving well because of the consistently good teaching they receive. However, most do not reach the Early Learning Goals by the time they start in Year 1. Inspection evidence indicates that standards in Year 2 are below average in reading, mathematics and science, and well below average in writing. This group of pupils has made good progress since the beginning of the school year, including the third identified as having SEN. There is a significant improvement to the numbers attaining level 2 in reading, writing, mathematics and science.

6. In Year 6, standards are well below average in English, mathematics and science, although standards in reading are satisfactory. However, a quarter of the pupils in this cohort have joined the school since Year 2, of which a half have been identified as having SEN or have statements of need. If these pupils are removed from the calculation, standards in mathematics are likely to be average, and in English and science they are below average. This represents good progress since Year 2. Standards in ICT are satisfactory overall, and computers are being used well to enhance learning in other subjects. Inspection evidence shows an improving pattern across the school. For example, pupils in Years 3, 4 and 5 are also making good progress during lessons. Pupils in Year 3 were judged to be in the bottom five per cent of all schools nationally at the end of Year 2. Progress has been rapid, and standards are now only below average in mathematics, science and reading, as opposed to being in the bottom five per cent of all schools. Pupils in Year 5 are on course to achieve satisfactory standards in mathematics and science by the end of Year 6, although standards in writing remain a weakness. No judgements about standards could be made in other subjects.

7. Provision for pupils with SEN is satisfactory, and they achieve as well as other pupils. Provision is improving under the guidance of a new, enthusiastic co-ordinator. She is providing staff with good quality advice on how to adapt the curriculum to meet the specific needs of pupils with SEN by involving them in writing the individual education plans. Pupils who are gifted and talented are well provided for through the wide range of out-of-school activities designed to meet their interests.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning, behaviour and personal development are **good**. Their spiritual, moral, social and cultural development is **good** overall. The level of attendance in the school is unsatisfactory, though the rate is no longer declining. Punctuality is satisfactory.

Main strengths and weaknesses

- Behaviour has improved considerably and is now good.
- Pupils relate well to each other and to their teachers, and respect the feelings of others.
- The school has high expectations of the pupils.
- The improvement to attendance is a school priority.

Commentary

8. Most pupils are keen to come to school. Attendance is no longer declining, but it is still unsatisfactory. In spite of requests from the headteacher, many parents still take family holidays in term time, but the school and governors are diligently addressing this problem. Punctuality is satisfactory. Most pupils arrive on time and some even come to school early to attend before-school mathematics and dance clubs.

Attendance in the latest complete reporting year 2003/4

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.1
National data	5.4	National data	0.4

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

9. The new management team has concentrated on improving behaviour and the climate for learning. Previously, some pupils have felt intimidated by the behaviour of others, but this is no longer the case. The behaviour of the pupils is now good and no aggression or bullying was seen during the period of the inspection. Parents confirm that behaviour is much improved. Relationships throughout the school are good. Pupils of all ages routinely play well together. Older pupils are protective of those younger than themselves, and give help and support to those who are upset or lonely and have nobody to play with. During lessons, they work well together, try hard and respond well to challenge.

10. The spiritual, moral, social and cultural development of the pupils is good. The strong ethos of the school ensures that pupils gain in self-esteem and maturity. Their attitude to strangers is welcoming and inquisitive, and they are keen to find out about the different cultures which are not represented in the school community.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Good teaching enables all pupils to make significant gains in their learning. The school provides very good quality care for its pupils.

Teaching and learning

Teaching and learning are consistently **good** overall, and better use is being made of assessment data to set precise targets for individual pupils. Teachers are good at ensuring that all pupils are included in lessons; they manage pupils' behaviour well, and make good use of the skilled teaching assistants who work alongside them in class.

Main strengths and weaknesses

- Teachers ensure that all their pupils take a full part in lessons; they are good at encouraging their pupils and making their lessons interesting.
- Skilled teaching assistants provide good quality help for pupils in lessons.
- Teachers manage their pupils well and have high expectations of their behaviour.
- More time is needed during lessons for independent writing.

Commentary

11. Teaching at the Foundation Stage is consistently good. Although the children work alongside Year 1 pupils, the teacher ensures that the curriculum takes account of both age groups. The overall quality of teaching is good because it is based on good understanding of how children learn, together with high expectations of what children can achieve. Particularly important is the very good teaching provided in the important area of children's personal, social and emotional development, and this helps children to learn how to work with one another and take turns. Teacher, classroom

assistant and parent volunteers work well together in setting clear expectations for children's behaviour. In addition, they plan work well and carefully use assessments of children's learning to inform their planning.

12. The quality of teaching is good overall for pupils aged 5 to 11 years. Teachers involve the pupils in their own learning by sharing with them what they are going to learn at the beginning of the lesson, and, at the end, by asking them to discuss and review what they have achieved. Also, there are good opportunities at the beginning of lessons for pupils to revise and consolidate their previous learning before they are introduced to new facts and ideas. Pupils enjoy their learning; they ask questions and want to talk about what they are doing. Teachers make good use of this to extend pupils' understanding, to clarify and consolidate previous ideas, and to judge when to move pupils on to the next task.

13. Teaching is rigorously monitored by the headteacher and any inconsistencies are quickly identified and addressed. Teachers plan together, confidently share their ideas, and help and support each other. However, in order to improve teaching further, and to improve standards overall, more time is needed for independent writing. This relates not only to English lessons, but also to lessons where the subject could make a contribution to pupils' extended writing and where writing would increase pupils' understanding of the subject.

14. The good quality help provided by teaching assistants is an important factor in the success of teaching and learning across the school. Their support is essential in ensuring that lower ability pupils maintain concentration and learn successfully in whole-class, small-group and individual tasks. Teaching assistants know pupils well, are well aware of their own roles in the classroom, and help lessons to run smoothly. This improves the quality of pupils' learning and achievement.

15. Assessment is satisfactory overall but good in the Foundation Stage, where adults use assessment information well to track each child's progress in all areas of their work. Throughout the school, teachers are making much better use of assessment data to set precise targets for individual pupils. This has been a significant feature that has helped raise the quality of teaching and learning. However, the weakness in assessment lies in the use of assessment data to set individual targets for improvement in writing in all areas of the curriculum, so that work might be better matched to the widely-varying learning needs of pupils found in most classes.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	14	1	0	0	0

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

The curriculum

The planned curriculum is **satisfactory** in breadth and balance and meets statutory requirements. A **very good** range of visits, visitors and out-of-school activities enhances the curriculum. Resources for learning are satisfactory overall, but the accommodation is unsatisfactory.

Main strengths and weaknesses

- The good curriculum in the Reception class enables children to achieve well.
- The curriculum is well planned and very well enriched.
- Pupils have too few opportunities to write imaginatively and at length in English lessons and other subjects.
- The accommodation for Year 2 pupils and for outdoor play for children in Reception year is inadequate.

Commentary

16. The curriculum for children in the Reception class provides an interesting range of activities that meet children's needs well. The outdoor provision is inadequate and hampers children's physical development.

17. As part of its drive to raise standards, the school has strengthened its curriculum planning since the time of the last inspection. Planning now meets statutory requirements to teach all subjects of the National Curriculum and religious education. As a result, standards are rising. Planning in English and mathematics is based on the national strategies for these subjects. This helps to ensure consistency through the school. The main weakness in provision is that there is too little time planned for pupils to write imaginatively and at length in English and in other subjects of the curriculum. Good improvements have been made in ICT. Appropriate skills are being taught to all year groups and the subject is increasingly used to support learning in other subjects.

18. The daily acts of collective worship are well planned and there is effective guidance to ensure these meet statutory requirements. Teaching of religious education is firmly based on the local agreed syllabus. Subjects such as geography, history, design and technology and art and design are taught within half-termly topics. This helps to ensure that skills are regularly taught in meaningful, interesting ways.

19. The curriculum generally provides well for pupils with SEN, who benefit from the support given by the skilled teaching assistants. The recently appointed co-ordinator has already given advice to teachers on how to meet the needs of these pupils in all lessons by adapting the curriculum where necessary.

20. A very good range of well-planned out-of-school activities, such as gardening, gymnastics, drama and dance, enhances the curriculum and widens pupils' experience. Pupils with particular gifts and talents, as well as other pupils, benefit significantly from this range of opportunities. 'Funky Friday' activities are enjoyed by the pupils and are well used to promote creativity and pupils' speaking and listening skills. A sound range of resources supports the curriculum and teaching and learning.

21. The accommodation is satisfactory overall, but the size of the Year 2 classroom and the outdoor play space for the Foundation Stage children are unsatisfactory. This considerably limits the range of activities that can be organised by the class teachers and restricts the range of teaching methods they can use. The governors have plans to address these weaknesses once agreement has been reached with the LEA. There is an adequate number of teachers and support staff with the training and expertise to deliver the curriculum.

Care, guidance and support

Arrangements for the care, welfare, health and safety of the pupils are **very good**. Provision for support and guidance of the pupils is **good**. Pupils are regularly involved in decision making, and their opinions are valued and acted upon.

Main strengths and weaknesses

- The ethos of the school encourages growth in self-esteem.
- Good relationships and teamwork between the staff provide good role models for the pupils.
- Pupils trust the staff when they need somebody to turn to for help and guidance.

Commentary

22. This small school has a strong caring ethos which encourages growth in the esteem of its pupils. The staff have worked very hard and successfully to mitigate the effect of the recent period of turbulence on pupils' learning. The atmosphere in the school is calm and welcoming. Positive behaviour management has helped improve pupils' behaviour significantly, which in turn has improved the climate for learning.

23. 'Funky Friday' gives the pupils different activities to look forward to at the end of the week. Adults work with small groups of pupils of mixed age, which encourages an atmosphere of mutual trust, respect and caring. The school is a safe place to be and is now securely fenced, although the entrance opens on to a very busy road with no pavements. The governors and parents are very concerned about the road and are working with the local council to improve safety. A plan of action has been agreed but work has yet to be completed. The school is seeking to create more healthy options at break times by providing more fresh fruit and vegetables to back up the school's anti-obesity sports initiatives. Induction arrangements for pupils and staff are good, and new pupils settle well and are quickly made to feel part of the community.

Partnership with parents, other schools and the community

Relations and links with parents are **good**. They are kept well informed. Links with the community, pre-school providers and other local schools are also **good**.

Main strengths and weaknesses

- The great majority of parents are very supportive of the school and appreciate what it provides for their children.
- Staff are available in the playground at morning and evenings to create opportunities for informal contact with parents.

Commentary

24. The school's relationship with parents is good. Parents appreciate the care their children receive, and the local population value the school as a focal point for the community. They support the school's aims and ambitions and feel that the school is rapidly improving. Parents especially like the improvements in behaviour and the fact that children are keen to come to school. The presence of the staff in the playground before and after school makes it easy to raise concerns promptly and informally. All parents whose views were sought confirmed that they now feel confident in approaching the school with concerns or complaints. Cases of bullying have occurred but are sorted out promptly.

25. A few enthusiastic parents come into school to help with pupils' learning, but many more read with their children at home, keeping records of their progress in the reading diaries. These notebooks also contain information on how parents can help with other aspects of pupils' learning, such as project work.

26. Parents are kept informed by regular newsletters and are invited into school to watch assemblies and productions. They also actively participate in social events organised by the parent association. However, educational events organised specifically for parents have not generally been well supported. The school continues to have good links with the local community, the church, and other schools.

LEADERSHIP AND MANAGEMENT

Overall, the quality of leadership and management is **good**. The headteacher's leadership is **very good**. Taken as a whole, the leadership provided by key members of staff is **good**. Governance is also **good**.

Main strengths and weaknesses

- The headteacher's very good leadership has brought about key improvements needed to help raise attainment.
- Governors are now monitoring the school's work and have a very good understanding of its strengths and weaknesses.
- The school's improvement plan is of very good quality and clearly maps out future development.
- Self-evaluation is now a well established tool to support school improvement.

Commentary

27. The school has recently been through a period of turbulent change. The headteacher has shown vision and determination in steering the school during this difficult time and is successfully addressing the weaknesses identified at the time of her appointment. She is a very good role model for staff, has established a secure platform for the school's future progress, and has been the driving force behind many of the recent improvements. Most of the teachers and governors are also new to the school.

28. Following her appointment, the headteacher produced a detailed plan of action to raise achievement and standards, in partnership with the governors and local education authority. She has created a good staff team in which all members work well together for the benefit of the pupils. The staff team's clear commitment to the promotion of pupils' personal and social skills and the inclusion of all pupils contributes strongly to the school's good ethos. Through her rigorous monitoring, the headteacher has a very good understanding of the strengths to be shared and weaknesses that need to be addressed.

29. Principles of strategic planning are now well established within the school improvement planning cycle. Development priorities have been identified in the school development plan, and these are agreed and shared with the whole staff team and governors. The role of subject coordinators has been effectively developed, and the headteacher now rigorously monitors the quality of teaching and learning across the school. Parents also approve of the school's new direction and the progress that has been made. They agree that the headteacher has improved the climate for learning, and that teamwork is a strong feature of the school. The inspection team agrees with these views.

30. Governance is good. The governing body is now good at holding the school to account. Through its sub-committees, the governors now have a very good understanding of the school's strengths and weaknesses. Governors understand the challenges facing the school in terms of its context, and now monitor the work of the school well. For example, they now regularly visit the classrooms and share with other governors the results of their first-hand monitoring of provision. All legal requirements are properly met.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	352,832	Balance from previous year	41,869
Total expenditure	309,220	Balance carried forward to the next	43,612
Expenditure per pupil	3,771		

31. The carry forward figure is about 12 per cent, but this includes the money that was saved by replacing experienced staff by those who are newly qualified. These savings have been incorporated within a three-year spending plan, which will see the carry forward figure well within national guidelines.

32. The day-to-day administration of the school is efficient. It ensures that teachers are able to focus on their professional duties and are not diverted from their work by administrative tasks. The office manager and administrative assistant deal competently with queries, and contribute strongly to the smooth running of the school.

33. Standards are improving from a low starting point. Pupils are making good progress during lessons because of the good quality of teaching and learning. Although unit costs are higher than average, they are not untypical of small schools and therefore the school gives satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Provision for children in the Nursery and Reception class is a strength of the school. Since the last inspection there have been very significant improvements in developing the curriculum. Although the children work alongside Year 1 pupils, the school ensures that the curriculum takes account of both age groups. The overall quality of teaching is good because it is based on good understanding of how children learn, together with high expectations of what children can achieve. Staff work very well as a team. The teaching assistant makes a strong contribution to children's learning. Staff plan work well and use assessments of children's learning to inform their planning. Appropriate records are kept to monitor the progress that children make in all areas of learning. There is a consistent approach to teaching and learning and this helps children to settle into school life. Members of staff work hard to provide a rich learning environment in which children feel secure. Children make very good progress from a well below average level of attainment on entry to school. Children with SEN are quickly identified and given the necessary support.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff work hard to form good relationships with parents and there is a good induction programme.
- The quality of teaching is very good and children achieve very well.

Commentary

35. The development of children's personal and social development is given high priority and underpins all the work in the Reception classes. As a result, most children will have achieved the recommended levels by the time they enter Year 1. Children quickly settle into a caring and safe environment where basic routines are well established and high expectations are fostered by all adults. Very good teaching results in very good achievement by all. Staff place great emphasis on the development of children's self-esteem, confidence and independence. As a result, children respond well to new challenges, such as changing independently for physical education lessons and tidying away after activities. Girls and boys are encouraged to play and work together and to take part in interesting and challenging learning opportunities and develop a good range of skills across all areas of learning. Well structured induction arrangements do much to ensure that children's first experiences of school are happy ones. They are encouraged to recognise the importance of keeping healthy and are aware of the importance of personal hygiene, such as washing their hands before snack time.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are given a very good range of activities which develops their speaking, listening, reading and writing skills.
- The quality of teaching and learning is very good.

Commentary

36. A high number of children show well below average levels of ability in speech and communication when starting school. Some find it difficult to talk about what they are doing, and others speak inaudibly and are difficult to understand. Staff recognise this and provide a rich learning environment which encourages the development of their speaking and listening skills, as well as their vocabulary. No opportunity is missed to develop children's speaking skills and this is a strong feature of all activities. For example, children were seen giving short presentations to the rest of the class on their hobbies and interests. These talks are prepared at home, which helps to involve the parents in their children's learning. Children are encouraged to enjoy books and to handle them carefully, and they are eager to listen to stories and look at pictures. They listen attentively and readily explore the feelings of different characters, and eagerly anticipate what will happen next. Phonic skills are taught very well in a lively and amusing way, and this enables children to make very good progress. Some children are able to read simple texts using picture clues, and others are learning to build sounds from groups of letters. Regular reading sessions with their 'reading buddies' from Years 5 and 6 are highly effective in enhancing children's interest in reading as well as helping their social development. Children build up their writing skills by learning how to hold the pencil correctly and recognising and writing their own names. However, despite their very good progress, standards are below those they are expected to reach by the start of Year 1, because they start at a low level of ability.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Children are given good opportunities to reinforce their learning.

Commentary

37. Mathematical skills and understanding are well taught. Children enjoy their work and respond well to the good range of interesting activities to promote their mathematical understanding. A scrutiny of previous work shows that activities have been carefully matched to the needs of individual children. Children are taught to use and understand mathematical vocabulary such as *large, small, shorter, longer, half-full, half-empty, more, less, and how many?* They get regular opportunities to count and match numbers and to develop their understanding of capacity through playing with sand and water and a good range of practical activities. Despite the good progress they make, a significant number will not reach the expected learning goals by the time they enter Year 1, because of their weak communication skills. Although most can confidently count to 50 and beyond, many find it difficult to apply their understanding of number to simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The quality of teaching and learning is good and children achieve well.
- Good links are made with other areas of learning through well planned topics.

Commentary

38. Children achieve well and have many opportunities to widen their horizons and extend their learning in the immediate locality and beyond. Learning is good as a result of the good quality of teaching and the good range of activities which engage and hold the children's interest. For example, there are good opportunities for children to use computers throughout the day, and they develop good mouse control when using simple programs. Children are able to talk about and describe features of the wider world, and to explain what they like or dislike. They are encouraged to act out adult roles, for example when working as a travel agent to book their summer holidays. They also develop a good understanding of their own personal history through the use of photographs of themselves now and while younger. Children are taught about different faiths represented in Britain today. This helps to give them an understanding that some people within the community have similar beliefs to theirs, but that others do not. Opportunities like these are well used to develop children's speaking skills and to excite their interest in the wider world. As a result of the good, imaginative provision, most children are on course to achieve the recommended standards by the time they start in Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning in formal physical education lessons is good.
- The outdoor area is unsatisfactory.

Commentary

39. Children do not have regular access to a suitable outdoor play area. As a result, a significant number will not achieve the expected Early Learning Goals by the time they enter Year 1. Staff compensate by using the school hall for physical activities, which are well taught. In these lessons children are taught the importance of using space and taking turns as well as an understanding of their bodies when running, jumping, climbing and balancing. The very good relationships established by adults ensure that children have fun during these sessions, as well as developing control and coordination. A scrutiny of planning shows that children are given frequent opportunities to use small tools and instruments, including paint brushes, pencils, scissors, and crayons to develop their fine motor skills. They use construction materials confidently and like to talk about what they are making. Management of children is very good, which ensures that they work safely when using apparatus and tools. A significant number will not reach the expected Early Learning Goals by the time they enter Year 1 because they have limited access to regular activities in an appropriate outdoor play area.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy their creative work and achieve well.
- Teaching and learning are good.
- Good links are made with other areas of learning.

Commentary

40. Children are provided with a rich environment in which creativity and expressiveness are valued. Teaching is good in this area of the curriculum. Members of staff are very effective in getting responses from children in relation to what they see, hear, feel and imagine. However, because of their weak communication skills when they start school, a significant number will not achieve the expected standard by the end of their time in the reception. A scrutiny of planning shows that creative development is successfully fostered through a wide range of experiences such as mixing paints, choosing particular colours for a purpose, and making constructions, collages and paintings. For example, as part of their topic on 'Holidays' the children have made an aeroplane, using papier mâché over a wooden frame covered in chicken wire. This model is proudly displayed in their classroom. They also explore how sounds can be made, and grow in confidence when making music together. They proudly share their success with the rest of the school when they sing the 'Dinosaur Song' in the assembly. The well designed role-play area gives children good opportunities to play co-operatively and develop their imagination.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average at the end of Year 2 and Year 6, but they are rapidly improving.
- The quality of teaching and learning is good and pupils achieve well in lessons.
- There is a good emphasis on speaking and listening, and pupils enjoy reading.
- Pupils do not have enough time to write imaginatively or at length across the curriculum.

Commentary

41. Standards in reading and writing for pupils in Year 2 have been in the bottom 5 per cent of all schools nationally and of similar schools over the past two years. The 2004 results for pupils in Year 6 were well below the national average and the average for similar schools. The new management team has identified significant factors that have depressed pupils' overall attainment. These include the standards of teaching and learning, the well below average attainment of pupils on entry to school, the poor attendance of a significant number, and the above average number who join the school other than at the normal time. Many of these additional pupils have been identified as having SEN.

42. The headteacher has recruited a strong team of new teachers, which has resulted in significant improvements to the quality of teaching and learning. Pupils are now achieving well in lessons throughout the school. Parents at the meeting agreed that their children are now making good progress, that improvement has been rapid, and that things have changed for the better.

43. The overall quality of teaching and learning seen during the inspection was good. Teaching is rigorously monitored by the headteacher, and any inconsistencies are quickly eradicated. Teachers plan together and share their ideas. These initiatives are very helpful to teachers new to the school and to those who are recently qualified. In addition, tasks are well matched to the varying levels of ability within the classes, and all groups are given challenging work to do. In order to improve teaching further, and to sustain the rapid improvement to standards, the school is considering the way in which lessons might be structured to allow more time for independent writing. Pupils with SEN are well supported by well trained, dedicated teaching assistants, and this allows them to achieve as well as other pupils.

44. Work seen in the current Year 2 indicates that standards in speaking, listening and reading are below average, while standards in writing are well below average. In Year 6, standards in speaking and listening and reading are average, but standards in writing are well below average. When they start school many pupils have low literacy and communication skills. The school has recognised that many pupils still find it difficult to answer questions and to express their ideas. As a result, the school has focused its efforts on developing speaking and listening skills in all classes, and standards in this aspect of the subject are improving rapidly. In lessons, pupils are given many opportunities to discuss their work in pairs and small groups. In all classes, time is set aside for individual pupils to give formal, planned talks to the class. The very good relationships nurtured by teachers give pupils the confidence to speak clearly and to readily accept constructive criticisms from their peers. Regular shared assemblies are used well to encourage pupils to speak audibly to a large audience of pupils and adults.

45. There is a good emphasis on reading. Most pupils attain the expected standard by the end of Year 6, though as a result of past deficiencies in teaching, the proportion achieving the higher levels is low. Pupils are taught strategies for tackling unfamiliar words but their comprehension skills are weak. Guided reading sessions and 'Catch up' programmes provide good opportunities for pupils to develop comprehension and other reading skills. Teachers work hard to challenge pupils' understanding of the texts they read. The recent emphasis on speaking and listening has given pupils the confidence to discuss what they have been reading, both in groups and to the whole class. Pupils throughout the school enjoy reading, but many show limited knowledge of books other than those to which they have access at school. They use computers and books to research their topic work. However, the cramped accommodation means that the library is housed in the corridor. The school would like to provide pupils with a larger library space which would create even more opportunities for independent reading and research.

46. Samples of work show that the skills of spelling, grammar and punctuation are taught consistently and appropriately. Pupils are encouraged to reflect on the use of these skills through their individual targets. By Year 6, pupils are starting to set their work out in paragraphs, but as a result of their narrower knowledge and experience of language their sentences lack interest or description. Handwriting skills are now well taught, but some older pupils still do not confidently use joined script.

47. The headteacher manages the subject very well. Her rigorous monitoring of teaching and learning has given her a clear picture of the provision throughout the school. Areas of strength and weakness have been identified and addressed. Procedures for monitoring pupils' attainment and progress have been reviewed and improved, allowing areas of underachievement to be quickly identified and remedied through the literacy support programme.

Language and literacy across the curriculum

48. The weakness in pupils' writing skills has had an impact on their learning in other subjects. This weakness has been identified in the school's new development plan. Speaking and listening skills are now well planned for in most subjects and pupils are achieving well. Pupils now have good opportunities to use and apply their reading skills when researching information for class and individual topics in a range of subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good overall.
- Teaching assistants make a significant contribution to the learning and achievement of less able pupils.

- Effective planning incorporates a variety of work devised to meet the needs of different ability groups, and all pupils are well challenged.

Commentary

49. The 2004 results for pupils in Year 6 were well below the national average and the average for similar schools. The new management team have identified significant factors that have depressed pupils' overall attainment and are successfully addressing them through a good quality action plan. From a low starting point on entry to school, pupils in the current Year 2 are now achieving standards that are below average. This group of pupils has made good progress since the beginning of the school year, with an increase in the numbers attaining level 2. In Year 6, standards are well below average. However, a quarter of the pupils in this cohort have joined the school since Year 2, of which a half have been identified as having SEN or have statements of need. If these pupils are removed from the calculation, standards are likely to be average. Pupils in Year 5 are on course to achieve satisfactory standards by the end of Year 6. The comparison of attainment between year groups and with schools nationally is difficult because of the small cohorts of pupils and the high turnover of pupils throughout the school.

50. Activities are now well planned and organised to incorporate the needs of pupils of different abilities, and this ensures good progress for all. The very best teaching makes skilful use of questioning and discussion to ensure that all pupils have full access to learning. Another positive feature of lessons is the way in which teachers identify individuals and groups who will benefit from additional support within the classroom. Teaching assistants are well used to supporting these pupils and provide interesting and challenging tasks for them to do. This increases pupils' confidence and makes a positive contribution to the good progress made by pupils of all abilities during lessons. Learning objectives are always shared with pupils at the start of lessons so they understand what they must do and achieve by the end of the sessions.

51. Behaviour in lessons is good and pupils are motivated to learn. Pupils are very interested in their learning, having benefited from the school's focus on making maths fun. The national strategy is used well to teach the range of activities, and investigational learning is developing well across the school. The introduction of detailed and rigorous systems to track pupils' progress, and the regular assessment of pupils' attainment, is ensuring that work is challenging for all groups of pupils. Although pupils' work is carefully marked, it does not always provide them with advice on how they could improve.

52. The subject leader has a very clear picture of standards and pupils' different rates of progress, because of the recently developed system which tracks pupils' attainment throughout the school. The subject is continually under review, and targets for improvement are identified in the School Improvement Plan. The subject leader's enthusiasm, commitment, and awareness of issues that require development are good. For example, there is a before-school mathematics club to give pupils extra help to 'catch up' on their work, and this is proving very popular with pupils and parents. A similar club for more able pupils is planned to begin next term. The subject is being well developed.

Mathematics across the curriculum

53. Pupils' use of their numeracy skills in other subjects is satisfactory. It is good in science, where pupils collect data, draw graphs of various kinds and interpret them skilfully, but less well developed in other subjects. They practise measuring carefully and accurately in science and design and technology. Data handling skills are well developed in ICT and science, where pupils use tables and graphs to present information.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good overall.
- Pupils are well motivated and interested in their learning.
- There could be more opportunities for pupils to record their findings in their own words.

Commentary

54. Inspection evidence shows that pupils are now achieving satisfactorily overall. Pupils in Year 2 have made good progress since the beginning of the school year and are now attaining standards that are below average. There has been an increase in the numbers of pupils attaining level 2. In Year 6, standards are well below average. A quarter of the pupils in this year group have joined the school since Year 2, of which a half have been identified as having SEN or have statements of need. If these pupils are removed from the calculation, standards are likely to be below average. Pupils in Year 5 are on course to achieve satisfactory standards by the end of Year 6.

55. The quality of teaching and learning is good overall. Teachers have high expectations of both work and behaviour. Good levels of challenge for all groups of pupils were strong features of the lessons. Pupils say they enjoy science because they are able to carry out experiments and learn about the world around them. They particularly like the opportunities to design their own experiments and to work in small groups and pairs. This makes a very good contribution to pupils' social development. In the lessons observed during the inspection pupils' behaviour was good and they concentrated well on the tasks they were set. A key feature of the successful teaching is the good match of tasks to the wide range of abilities within the classes. This ensures that the level of challenge is good, and that all groups of pupils make good progress during lessons.

56. A scheme of work is now in place that ensures both breadth and balance, and it is an improvement on the findings of the last inspection. Work is very carefully based on national guidance and on a rolling programme that takes account of the fact that some pupils are in mixed age classes. There is an increasing focus on investigative learning, and most pupils understand the importance of fair tests when designing experiments. They enjoy working in groups and are now much more confident at reporting their findings to their peers. Teachers are careful to develop the good use of scientific vocabulary, but they could give pupils more opportunities to record their findings in their own words and to develop their thinking and writing skills. The use of assessment is satisfactory, and staff are now developing more systematic tracking procedures to ensure that all pupils make better progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- There are good resources, including laptop computers linked to the Internet.
- The subject is used effectively across the curriculum.

Commentary

57. The school has made considerable investment in interactive whiteboards and wireless laptop computers, and this is enabling pupils to use ICT effectively across the curriculum. This in turn is having a positive effect on the quality of learning and the rate at which pupils make progress.

A scheme of work is now in place which ensures both breadth and balance, and which represents an improvement on the findings of the last inspection. A scrutiny of work and discussions with pupils show that they are being offered good levels of challenge to develop their skills.

58. There were limited opportunities to observe the direct teaching of ICT during the inspection, and it is therefore not possible to make a secure judgement about the quality of teaching and learning overall. However, pupils in Years 2 were observed using computers to organise and classify information from holiday brochures as part of their work in geography. The quality of teaching and learning was good and pupils achieved well. Pupils are confident and enthusiastic about the subject, and they competently use ICT to gather and record information. They display good levels of skill in using the keyboard, and confidently use spreadsheets to manage and manipulate data. In addition, there is evidence of satisfactory levels of attainment in pupils' use of word-processors, databases, spreadsheets, and painting and drawing, and of the use of the Internet for research and communication. Pupils in Year 3/4 have made their own PowerPoint presentations to explain how they looked for bones during their archaeological dig in the school grounds. They used these during the school assembly to explain to the rest of the pupils what they had been doing.

Information and communication technology across the curriculum

59. Scrutiny of teachers' planning and of examples of previously completed work shows that ICT is used well in other subjects to enrich learning. For example, in literacy, younger pupils develop simple word-processing and reading skills. Pupils are able to merge text, graphics and digital images and have used the Internet for research. In numeracy, pupils have used spreadsheets and databases and can use Logo, a computer language for controlling icons and rovers. In science, they have measured the rate at which water evaporates, and compared the surface area of puddles to the rate of evaporation. Pupils are able to access the Internet for research in history, geography, science, art and design and religious education, and older pupils are able to send and receive email. Some of the older pupils with SEN visit the ICT suite in the local upper school once a week to use Success Maker.

HUMANITIES

60. Timetabling arrangements meant that no lessons were seen in **history** and **geography**, and therefore it is not possible to make an overall judgement on provision in these subjects. Additional evidence was gathered through an analysis of pupils' work, teachers' plans, and discussions. The school is innovative in the way it plans the curriculum. It has begun to use a topic-based approach to teach these subjects. Pupils report that they find the work interesting and challenging. They already see the relevance of making links between different subjects, such as history, English, ICT, science and design and technology.

61. A scrutiny of planning shows that the curriculum meets statutory requirements and is enriched by visits within the local environment and by visiting speakers. History and geography provide good opportunities to support the pupils' social and cultural development, as well as developing their sense of citizenship. Pupils have a good understanding of how communities can improve or damage the environment, and the school has received a national award for its work in this area. Pupils support work in these subjects by confidently using books, maps and ICT.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils gain a clear understanding of Christianity.
- The subject makes a good contribution to pupils' speaking and listening skills.

- The range of faiths studied is not visited frequently enough to allow pupils to remember facts they have learned or to identify links between religions.
- Pupils have too few opportunities to record their work or to extend their ideas through thoughtful, imaginative writing.

Commentary

62. Standards of attainment are in line with expectations of the locally Agreed Syllabus, and are similar to those at the time of the previous inspection. Two lessons were observed, which were of good quality. Pupils are given a good understanding of the nature of Christian belief through visits to the local church and by taking part in festivals and celebrations. Pupils' interest in religion is further stimulated and widened by visits to a cathedral and a synagogue. The very good relationships established within a Year 5/6 class during the inspection, and the teacher's sensitive approach, resulted in open and frank discussion of the meaning and purpose of a 'covenant'. This lesson made a good contribution to pupils' spiritual, moral and social development. Discussion is a valuable element of the religious education lessons, but pupils do not always have enough time to research or write at length to deepen their thinking about the nature of religious belief. Although the pupils study a good range of religions, these are sometimes not revisited frequently enough to reinforce the pupils' knowledge of the similarities and differences between the different teachings. The school recognises that a thematic approach to religious education would enable pupils to research, recognise and remember a wider range of features common to a number of religions, such as festivals and other key events, and distinctive features such as prayer and fasting.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. It is not possible to make a secure overall judgement about provision, including teaching and learning and standards, in art and design, design and technology, music, and physical education. Inspectors talked to teachers about their work, spoke to pupils about what they had learned, watched video evidence and examined pupils' work. These subjects were not a focus of the inspection.

64. It was not possible to observe lessons in **art and design**, and only one **music** lesson was seen. Artwork displayed round the school is imaginative and well presented. Much of the work is incorporated into topics of study. For example, Pupils in Year 6 have examined the figurative studies of L S Lowry. They went on to observe people shopping in Southend, sketched a background scene and attached their own figures to create vistas in Lowry's style. They evaluated and compared their own work and that of others, and suggested improvements that might be made. They have also investigated the development of an out-of-town supermarket by carrying out surveys, entering data into a computer, and analysing the results. Pupils in Year 2 have used digital tools and techniques to communicate ideas through pictures on the computer. They are also very proud of a large dinosaur they have made which stands over two metres high inside the school gate for all to see. 'Funky Friday' sessions provide pupils across the school with opportunities to develop their creativity through colour and design in mixed aged groups. For example, pupils have been taught to use bubble and marbling techniques and have worked alongside a visiting artist in residence.

65. A scrutiny of planning shows that work in **music** meets statutory requirements. In the single Year 3/4 lesson seen, the standard of teaching was good and pupils achieved well. Pupils composed their own raps, using untuned percussion instruments, and by the end of the lesson were able to give group performances of good quality. Teachers give pupils good opportunities to listen to a range of music both in assemblies and in lessons. They question pupils' responses to music, which makes a good contribution to spiritual, moral and cultural development. The curriculum is further enriched through the creative arts club and by participation in the local music festival.

66. Pupils have a good understanding of the processes of designing and evaluating work in **design and technology**. For example, older pupils have made model boats, using a range of materials, including wood, card and polystyrene. They have considered different ways of joining materials together and have studied the means of propulsion, including jet propulsion, using balloons as a source of energy. Older pupils have been challenge to solve problems posed by 'real' engineers as part of an E-tech project. In addition, pupils have experienced working with food as part of a technology project with a teacher from the King Edmund Secondary School. Pupils are guided through the evaluation process and are taught to judge how successful they have been and what they could do to improve their work.

67. Pupils experience a varied **physical education** curriculum, including aspects of movement, gymnastics, dance, swimming, team games and adventurous activities. Standards in swimming are good. Many of the older pupils can swim over 100 metres and regularly practise water skills. The school places much importance on encouraging positive attitudes to exercise and maintaining a healthy lifestyle. Children are provided with a very good range of sporting clubs and activities, including gymnastics, dance, football, rugby, hockey, and cricket. In addition, Year 3 pupils have been improving their tennis skills as part of the School Sports Partnership. The school has received a Charter Standard Mark from the Football Association for standards in coaching and the inclusion of boys and girls in sporting activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education (PSHE) is **good**.

Main strengths and weaknesses

- The strong ethos of the school effectively supports this area of pupils' development.
- There are good policies in place for PSHE, citizenship and sex and drugs education.
- The subject is well taught.

68. There is a good policy in place for PHSE, which is well understood by all staff. The school is committed to the well being of its pupils through physical education, exercise and healthy living. The school has achieved the Healthy School Award for its work in this area of pupils' development and care. Pupils are encouraged to care for school property and the environment, and the school has been awarded the 'Eco School Award' for its work. The whole ethos of the school helps pupils develop a sense of social justice and moral obligation. They are made aware of the dangers of the misuse of drugs, alcohol and tobacco through the school's science programme. The well planned sex and relationships education programme helps pupils to face the changes of puberty as they begin to develop into young adults. It is also a source of support and encouragement to the pupils when they come to transfer to secondary school. Effective use of outside agencies, such as the medical and safety services, ensures that pupils are given accurate information in preparation for adult life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).