

INSPECTION REPORT

**THE BISHOP WILLIAM WARD CHURCH OF ENGLAND
PRIMARY SCHOOL**

Great Horkesley, Colchester

LEA area: Essex

Unique reference number: 115144

Headteacher: Lesley Walder

Lead inspector: Alison M Cartlidge

Dates of inspection: 11th - 13th July 2005

Inspection number: 268042

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:	106
School address:	Coach Road Great Horkesley Colchester Essex
Postcode:	CO6 4AT
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Appropriate authority:	The governing body
Name of chair of governors:	Robin Rennie
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

The school is smaller than other primary schools. Pupils come from mostly favourable home backgrounds and attainment on entry to the school is average. Most pupils are of white British origin, with a few being of mixed heritage. The proportion of pupils with English as an additional language is lower than usually found in schools, and no pupils require additional language support. Pupil mobility was high at the end of Year 4 in 2004, with several parents choosing to send their children to a middle school in the neighbouring local education authority. The uptake of free school meals is below average and the proportion of pupils with special educational needs is average. These pupils have learning or physical difficulties and are not distributed evenly through the school, resulting in fluctuating national test results. The school received a Healthy Schools award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23609	Alison Cartlidge	Lead inspector	Mathematics Art and design Design and technology Music Physical education English as an additional language
19322	Judi Bedawi	Lay inspector	
23239	Mike Capper	Team inspector	Foundation Stage Science Information and communication technology
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The Bishop William Ward Church of England Primary School provides an acceptable standard of education but is underachieving. Not all pupils achieve as well as they should because they are not given consistently challenging work. Pupils develop good attitudes and behaviour and teaching and learning are satisfactory in most lessons. Leadership is satisfactory but management is unsatisfactory because information collected from monitoring teaching, learning and attainment is not used quickly enough to help raise achievement. The school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- By the end of Year 6, there is some underachievement, especially in writing and science.
- Attainment and achievement are good in speaking and listening and information and communication technology (ICT).
- Pupils with special educational needs achieve well in English because they are supported well by teaching assistants.
- Members of staff work together well as a team and are good role models for pupils' personal development.
- Pupils develop good attitudes and behaviour, though children in the Reception Year do not learn how to become independent.
- The monitoring of teaching, learning and pupils' attainment is insufficiently rigorous to raise achievement quickly enough.
- Teachers' expectations are not always high enough, and they do not use assessment information consistently to provide challenge for all pupils.
- The curriculum provides insufficient support for teachers when planning work for pupils in mixed-age classes, though there are good opportunities to enrich the curriculum.

The school is not as effective as it was at the time of the last inspection, when leadership, management and teaching were good. Attainment fell to a very low level shortly after the last inspection and whilst it has been rising again, not all pupils achieve well enough. Resources and standards in ICT have improved. The work of subject co-ordinators is now satisfactory overall, and pupils' behaviour has improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	C	B	A
mathematics	E	D	B	B
science	E*	D	E	E

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.*

Pupils' achievement is unsatisfactory by the end of Year 6. In the Reception class, pupils' attainment is in line with the expectations for the end of the Foundation Stage in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development, and achievement in these areas of learning is satisfactory. However, children are not good at listening and they do not achieve well enough in personal, social and emotional

development, where attainment is below the expected levels. There is insufficient evidence to form a judgement on standards in physical development.

Year groups are small and test results vary from year to year, depending on the proportion of pupils with special educational needs in each year group. Good quality support from teaching assistants enables these pupils to achieve well, especially in English.

The achievement of pupils in Years 1 and 2 is satisfactory overall, though there is some underachievement for more able pupils in writing and science. Test results at the end of Year 2 in 2004 were well below average in reading, writing and mathematics. In the current Year 2, standards are in line with the nationally expected levels in reading, writing and mathematics, but are below them in science.

Pupils in the current Year 6 are working at the levels expected in reading, below them in writing and mathematics and well below them in science. This year group has made unsatisfactory progress through the school and several pupils have not achieved well enough. Not enough use is made of writing to support learning across the curriculum.

Pupils' achievement is good in speaking and listening and in ICT, and attainment is above the nationally expected levels by the end of Year 2 and Year 6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Pupils are keen to learn and behave well. They develop good relationships with members of staff and each other, and their social and moral development is good. Pupils enjoy school and rates of attendance are above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory overall. Teaching and learning are satisfactory, though the use of assessment is unsatisfactory. Teachers have good relationships with the pupils and manage behaviour well. They plan interesting, practical activities and are caring and hard working. The best teaching and level of challenge is in Year 1 and Years 3 and 4. However, not all teachers have high enough expectations or use assessment information to plan tasks that meet pupils' differing needs. This is especially true for the more able pupils. Teachers' marking does not always show what pupils need to do in order to improve and the pace of learning is sometimes too slow in lessons.

The curriculum is unsatisfactory because whilst teachers work hard to plan an interesting range of activities, insufficient account is taken of changing needs in the mixed-age classes. The school provides good additional activities to extend learning. Accommodation and staffing levels are good and resources are satisfactory. The school has satisfactory concern for pupils' health, safety, welfare and personal support, though arrangements made to provide academic support and guidance are unsatisfactory. There are good links with other schools and satisfactory links with parents and the community.

LEADERSHIP AND MANAGEMENT

Leadership is satisfactory but management is unsatisfactory. The headteacher and senior members of staff work together well as a team and are keen to improve the school. There is a clear understanding of strengths and weaknesses, and where action has been taken in speaking and listening and ICT, this has been successful. However, action taken to raise attainment in writing and science has been too slow. Pupils' progress and teaching and learning are frequently monitored, though information is not used with enough rigour to eradicate underachievement. Subject co-ordinators are expanding their roles and are keen and hardworking, but action taken to respond to weakness is too slow. Governance is satisfactory. There are several new governors and whilst they are supportive, they provide insufficient challenge to ensure that standards improve quickly enough. Statutory requirements are not met in full in the way attendance registers are maintained.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are pleased with the work of the school. Pupils like their friends and members of staff.

IMPROVEMENTS NEEDED

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

- Raise standards, particularly in personal, social and emotional development in the Reception Year and in writing and science in Years 1 to 6, and make greater use of writing to support learning in other subjects.
- Improve teaching and pupils' achievement by raising expectations, increasing the pace and challenge of lessons and by using assessment information consistently to plan work that reflects pupils' differing needs, especially those of the more able.
- Use information collected from monitoring teaching, learning and attainment more rigorously in order to raise standards.

And, to meet statutory requirements:

- Ensure that registers are maintained properly.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils by the end of Year 2 is satisfactory overall and attainment is in line with the nationally expected levels in reading and mathematics but below them in writing and science. Pupils' achievement by the end of Year 6 is unsatisfactory, and whilst attainment is in line with national expectations in reading, it is below them in writing and mathematics and well below them in science.

Main strengths and weaknesses

- Children do not achieve well enough in personal, social and emotional development by the end of the Reception Year.
- Pupils develop good speaking and listening skills and achieve well in ICT.
- Some pupils do not achieve well enough, especially in writing and science.
- Pupils with special educational needs achieve well in English.

Commentary

Reception Year

1. Children's attainment on starting school is average. Their achievement, including those with special educational needs, is satisfactory overall. Most children are on target to meet the expected levels by the end of the Reception Year in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. In personal, social and emotional development, attainment is below the expected levels because children are not encouraged to become independent and therefore do not achieve well enough. Children's progress in learning to listen is unsatisfactory because too few activities are planned to support the development of these skills. There is insufficient evidence to make a judgement about standards in physical development.

Key Stage 1 (Years 1 and 2)

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	14.6 (16.8)	15.8 (15.7)
writing	13.4 (14.5)	14.6 (14.6)
mathematics	13.9 (16.8)	16.2 (16.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

2. Year groups are small and test results vary from year to year, depending on the proportion of pupils with special educational needs in each year group.
3. When compared with those in all schools, national test results at the end of Year 2 in 2004 were well below average in reading, writing and mathematics. The proportion of pupils achieving the higher-than-expected level (Level 3) was also well below average. Standards of work seen during the inspection in the current Year 2 were in line with the expected levels in reading and mathematics but below them in writing and science. Overall, attainment, whilst keeping pace with the national trend, has been below average. Pupils currently in Years 1 and 2 have achieved satisfactorily overall since joining the school, though the more able do not all achieve well enough in writing and science.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.2 (27.3)	26.9 (26.8)
mathematics	27.9 (26.3)	27.0 (26.8)
science	27.4 (27.7)	28.6 (28.6)

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

4. National test results at the end of Year 6 in 2004 were above average in English and mathematics, and well below average in science. The proportion of pupils achieving the higher-than-expected level (Level 5) was well above average in English, above average in mathematics but well below average in science. Inspection evidence indicates that attainment in the current Year 6 is in line with nationally expected levels in reading, is below them in writing and mathematics and well below them in science.
5. Targets set for the end of Year 6 in 2004 were not met in full because groups of pupils do not achieve well enough. There is significant underachievement in writing and science, because work is not planned to match pupils' differing needs consistently. This mostly affects the more able and older pupils in the mixed-age classes. There is no significant difference between the achievement of girls and boys or between pupils from differing backgrounds.
6. Throughout Years 1 to 6, pupils develop their speaking and listening skills well because the school has been focusing on this aspect of the curriculum and encourages pupils to take part in discussions. Whilst there are satisfactory opportunities for pupils to use their numeracy skills to support learning in other subjects, not enough use is made of writing in science, geography and history.
7. By the end of Year 2 and Year 6, pupils' attainment in ICT is above national expectations. Significant improvements since the last inspection in the provision for ICT are helping pupils to achieve well in this subject.
8. The proportion of pupils on the special educational needs register is similar to that found nationally. Whilst these pupils are not spread evenly through the school, they are given good support in class so that they achieve well against targets set for them in their individual education plans.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour and their spiritual, moral, social and cultural development are good overall, and have been sustained since the last inspection. Attendance is good and punctuality satisfactory, though attendance has declined. Registers still do not meet statutory requirements.

Main strengths and weaknesses

- Pupils like school and behave well.
- Children in the Reception class do not achieve well in personal, social and emotional development.
- Attendance is good, though some pupils arrive late for school.
- Good relationships enhance pupils' personal well-being.

Commentary

9. Pupils are happy at school and have trusting relationships with members of staff. They want to learn but are held back by work that lacks challenge. In many lessons work is not pitched accurately enough to meet individual needs. Nonetheless, pupils behave well, and remain involved despite some repetitive learning and low-level tasks. The behaviour policy is satisfactory, with classes having their own separate reward systems. Pupils with difficult behaviour follow agreed plans. At play pupils relate well, and older pupils help younger ones. Pupils like the good impact that 'pupil buddies' have on behaviour. Upsets are resolved quickly by vigilant adults. Some parents are concerned about bullying, though none was observed during the inspection. The fixed-term exclusion last year was handled in accordance with proper procedures.
10. Many children in the Reception class do not meet the expectations for personal, social and emotional development. Whilst they are sociable and enjoy talking to visitors, they lack independence and find it difficult to co-operate with other children.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.0
National data	5.1	National data	0.4

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

11. Attendance is generally good, but declining, because the school does not actively discourage term-time holidays. Unauthorised absence is not recorded, despite some unacceptable absences for cinema trips or tiredness. Whilst punctuality is satisfactory, some pupils arrive late and reasons for lateness are not monitored rigorously. A lack of guidance for members of staff has resulted in registers still not meeting statutory requirements.
12. Good pupil relationships and responsibility impact well on personal, social and moral development. Older pupils support younger ones well. Pupils confidently state their opinions and the school council introduced a worthwhile system of 'buddies'. However, pupils are disappointed that school council meetings are infrequent. Spiritual and cultural development is satisfactory. Assemblies meet statutory requirements and there are informal opportunities for pupils to consider spiritual matters when taking part in projects such as the environmental project on the school poplar trees, led by an artist in residence. Pupils produced thoughtful writing and artwork following on from this experience. In religious education, good poetry invokes vivid images. Cultural education does not have a high profile. Pupils' artistic knowledge is extended soundly by exhibiting work in a local gallery and some pupils develop an appreciation of music in a recorder club. Pupils have little first-hand opportunity to understand cultural backgrounds, beyond their own. Displays provide some focus on various faiths, though preparation for life in British multi-cultural society is limited.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall. Assessment is unsatisfactory because information is not used consistently to ensure that pupils are challenged enough. The curriculum is unsatisfactory, though opportunities for enrichment are good. There are sound levels of health, care and safety provision, but support for pupils' academic progress is unsatisfactory. There are good links with other schools and satisfactory links with parents and the community.

Teaching and learning

Teaching is satisfactory overall, although there are variations from class to class in how well pupils learn. Assessment is unsatisfactory because not enough use is made of assessment information to help with planning work.

Main strengths and weaknesses

- In the Reception Year, good use is made of resources to make learning interesting, but expectations of independence are not high enough.
- Teaching assistants give good support to pupils.
- Teachers are well organised and manage behaviour well, but too often expectations are not high enough.
- Pupils learn well when teachers plan practical activities.
- There are weaknesses in assessment and not enough use is made of marking and target setting to help pupils understand how they can improve their work.

Commentary

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	9	10	1	0	0

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

13. Teaching and learning are not as good as at the time of the last inspection. There are significant variations in the quality of teaching across the school and this means that some pupils underachieve. The best teaching is in Year 1 and Years 3 and 4.
14. In the Reception class, members of staff use resources well to make learning fun and to motivate the children. Work is made purposeful by the good links that are made between different areas of learning. Adults have good relationships and consequently children in the Reception class feel safe and secure and are willing to try new things. However, the teacher's expectations of children's independence are not high enough. This means that children do not improve their personal and social skills quickly enough.
15. Throughout the school, teaching assistants give good support to pupils, especially those identified as having special educational needs. Teaching assistants are well briefed and their support has a good impact on learning. Pupils with special educational needs are fully included in all class activities, and gain confidence from the good praise they are given. Tasks set for the class are adjusted appropriately for them, taking account of their individual targets. This ensures that they achieve well.
16. In Years 1 to 6, teachers are well organised, and they have good expectations of how well pupils should behave. However, too much of the work they plan for the pupils is comfortable rather than challenging. This is because some teachers do not have high enough expectations of what pupils should achieve. This is particularly evident in science and writing, where expectations are often too low, leading to significant underachievement by the end of Year 6. In subjects such as history and geography, pupils are sometimes given the same piece of work, whatever their age or ability. This affects more able pupils in particular, again restricting their achievement.
17. Teachers in Years 1 to 6 make learning interesting. They use resources successfully to bring topics alive and they make good links between different subjects, making work purposeful.

Teaching is most successful in these year groups when teachers plan suitable practical activities. At these times the response of pupils is good and they often become engrossed in their work and work hard. For example, in a good science lesson in Year 3 and 4, pupils concentrated well as the teacher very successfully encouraged them to use digital microscopes to explore the structure of flowers. In a good lesson in Year 1, good use was made of the ICT suite to help pupils prepare presentations about seaside holidays from the past.

18. The use of assessment is unsatisfactory. Since the last inspection, the school has established a very wide range of assessment procedures for recording learning over time. These are applicable to all year groups. However, it is a common weakness throughout the school that teachers do not use assessment information effectively to plan what children need to learn next. Marking and target setting vary widely in quality. Some teachers write comments to help pupils understand how they can improve, but in other classes, marking is too positive, indicating low expectations from the teacher, and as a result some pupils have only a limited understanding of how they can improve.

The curriculum

The curriculum is unsatisfactory though it is extended well through interesting experiences outside lessons. Accommodation and staffing levels are good. Resources are satisfactory.

Main strengths and weaknesses

- Planning does not match national expectations closely enough.
- Learning is stimulated by enjoyable practical experiences.
- Provision for pupils with special educational needs is good and teaching assistants make a good contribution to learning.
- There is an effective programme for pupils' personal development.

Commentary

19. The curriculum for pupils in Years 1 to 6 was satisfactory at the previous inspection but it is now unsatisfactory in Years 3 to 6. All required subjects are included and statutory requirements are met. Subjects are planned over a cycle of two years or more to ensure that pupils in mixed-age classes do not repeat the same content, and this is generally successful. Nevertheless, it is a significant weakness that planning does not ensure that pupils make the expected gains in skills, knowledge and understanding year on year. This leads to inconsistent standards, with significant underachievement, particularly in science and writing. In science, pupils do not always cover the topics officially recommended for their year group, or work consistently at the expected level. For instance, this year's work in Year 4 has been at a more challenging level than in Year 6 on the same topic. The mismatch between the school's provision and national expectations has resulted in low standards in science for several years and not enough has been done to tackle the weakness.
20. Similarly, not enough use is made of the framework of the National Literacy Strategy to ensure that pupils work at the appropriate level. Writing tasks in all subjects are often too easy to challenge the older and more able pupils in each class and provision is not adjusted quickly enough when assessment information clearly shows that some pupils are falling behind. Resources for the teaching of handwriting and spelling have been improved. However, the corridor library is cramped and the stock of non-fiction is small, giving pupils insufficient opportunities to develop independence in finding and recording information for themselves.
21. A lack of challenge is also evident in geography and history, particularly in the work of older pupils. In principle, the tasks set in lessons are adjusted for three bands of ability, but in practice the difference in demand is not wide enough to challenge all pupils appropriately. Generally, the level of challenge is best suited to less able pupils. Older pupils in mixed-age

classes work too often at the level expected of the younger age range. More able pupils are not given hard tasks often enough, so little of their work reaches the higher level. Overall, pupils of different ages and abilities do not have equal opportunity to benefit from the curriculum, and this is unsatisfactory. By Year 6, they are not adequately prepared academically to move on to the secondary school curriculum.

22. The curriculum has successful features. Planning for mathematics has improved recently to provide a more accurately graded challenge for pupils at different stages of development and there are signs that standards are improving as a result. Planning for other subjects includes satisfactory opportunities for pupils to apply their number skills. Skills in ICT are taught in a clear sequence, and pupils in Year 1 make a good start because the tasks set are well planned to ensure steady progress at a challenging level. Resources for ICT are now good and used effectively to promote learning in other subjects. Art is also used well as a means of expression in other subjects, with very good results noted in a Year 2 geography project. A good programme for personal, social, health and citizenship education has been developed, taught in part as a separate subject but well integrated into the wider life of the school.
23. Provision for pupils with special educational needs continues to be good. The targets in their individual education plans are detailed and well focused. Teaching assistants use these targets well to guide their work in lessons, and they have a good understanding of the needs of these pupils. They monitor progress closely so that provision is adjusted promptly, as needs change. The school has recognised that support for pupils with special educational needs in mathematics, whilst satisfactory, should be extended further. There is no specific provision for gifted and talented pupils.
24. Staffing levels are good for the small number of pupils. The accommodation is of good quality and displays are used well to stimulate interest. Resources are satisfactory overall. Members of staff work imaginatively to make learning interesting and to extend the curriculum. This is done well. There is a wide-ranging programme of visits, and pupils respond well to the stimulus in work that follows. Visitors, such as an artist and a theatre group, lead practical activities to widen pupils' experience. Teachers, teaching assistants and visitors organise a good range of clubs and activities through the year to cater for such interests as football, netball, ICT, recorders and country dancing. Pupils have the chance to learn 'Scrabble' and explore philosophy. A privately run French club is available. Good use is made of the attractive grounds to promote pupils' interest in gardening and nature study.

Care, guidance and support

Pupils' care, health and safety, protection and welfare are satisfactory. Adult-pupil relationships are good. The monitoring and support of pupils' learning and academic progress are unsatisfactory, and have declined since the last inspection. Pupils' views receive satisfactory attention. Induction arrangements are good.

Main strengths and weaknesses

- Members of staff look after their pupils' personal development well, enhanced by the good relationships.
- Too many pupils are underachieving because academic monitoring is not used well enough.
- New pupils settle into school well.

Commentary

25. Members of staff provide effective pastoral care for pupils based on good relationships, mutual trust and respect. In discussions, pupils say they can easily find an adult to talk to and help them. Pupils who feel ill, have a minor injury or medical conditions receive gentle care and attention. Required health and safety records are kept and most tests and checks are completed regularly. Child protection procedures are satisfactory overall. The designated

person is recently trained but not all other members of staff have had recent training. There is insufficient guidance about whom to contact in case of a concern.

26. Monitoring of pupils' academic progress, achievement and attainment is unsatisfactory. The school amasses much data and uses computerised monitoring to track pupils' progress over time. However, this information is not used or interpreted effectively to ensure that work matches pupils' differing needs. This leads to significant underachievement in learning. In addition, teacher assessments do not match national test results closely enough and expectations of pupils' work are generally too low. Target setting is inconsistent, good for pupils with special educational needs, but often not challenging enough to ensure that other pupils are enabled to achieve well. Pupils with special educational needs are well cared for. Teachers and assistants develop good relationships with them, encouraging them to join fully in all activities. Regular notes made on their progress are well focused and often very detailed. This ensures that their targets are adjusted properly to meet their changing needs.
27. The arrangements to support pupils starting school or arriving in later years are good. There is an established programme of pre-Reception class visits for parents and children that builds initial relationships well. Parents receive a comprehensive induction pack that contains good information, useful school documents and activities for children to complete. Parents can remain with their children until they feel settled. Older pupils arriving in school are supported well by a 'pupil buddy', and members of staff talk to parents to gain an understanding of the needs of the new pupils. There are appropriate links with external agencies to ensure the support of pupils with special educational needs.

Partnership with parents, other schools and the community

Links with parents are satisfactory, as are those with the community, but are not as good as at the time of the last inspection. The good links with other schools have been sustained.

Main strengths and weaknesses

- Parents like the small school ethos and family-style community.
- The links and support from other schools have a good impact on pupils' learning.

Commentary

28. Parents are generally supportive of their children's small community school. They particularly like the strong family feel and the informal approachability of their children's teachers. This enables them to build positive relationships and to feel involved in their children's learning. A small number of parents offer help in school, often with younger pupils, perhaps with reading or craft activities. More parents help on school trips and in organising fund-raising events like the Christmas and Summer Fairs. However, pupil mobility is an issue, with rolls falling because some families need to move away, and others prefer the middle school system in a neighbouring local education authority.
29. The overall quality of information received by parents is satisfactory. Newsletters provide sound information and a full diary of school activities and visits. The prospectus now fully meets statutory requirements, a sound improvement since the last inspection, though the governors' annual report to parents does not give enough information about the governors. Progress in pupils' personal development is reported on separately from the annual pupil report. Homework provision is satisfactory, based mainly on English, reading and mathematics. Parents of pupils with special educational needs are kept fully informed of their children's progress and invited to attend official reviews.

30. The Colchester Consortium provides the school with good quality support, through opportunities to share ideas, and to deliver staff training and development courses. Pupils benefit from shared resources and activities, and secondary school students take part in work experience at the school. The headteachers' support group provides further insight into the complex role of leadership and management. Other education trainees receive a warm welcome when they visit the school. Other community activities are shared soundly and encourage the local community to become involved.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Whilst the leadership of the headteacher and other key staff is satisfactory, management is unsatisfactory. Governance is satisfactory, though statutory requirements are not met in full.

Main strengths and weaknesses

- Members of staff work together well as a team and are good role models for pupils' personal development.
- The monitoring of teaching and pupils' attainment is not rigorous enough to bring about rapid improvement.
- There is a clear, shared understanding of the school's strengths and weaknesses.
- Provision for pupils with special educational needs is led and managed well.
- The governing body does not ensure that all statutory requirements are met.

Commentary

31. Leadership is not as strong as it was at the time of the last inspection, when it was good overall. Since that time there has been a change in headteacher and several new governors. The headteacher has established a team of committed and hard-working members of staff. They understand their differing roles and responsibilities and are beginning to have an impact on raising attainment. For example, a recent project on improving speaking and listening has been successful in improving the pupils' skills. Recent support from a leadership programme has been influential in the development of other initiatives, though some of these have not been in place long enough to have had a significant impact on raising standards. For example, in mathematics, changes over the past month in the way pupils are being taught in Years 3 and 4 have led to their needs being matched more closely. Leaders are successful in motivating the pupils and a consistent approach towards managing behaviour strengthens relationships through the school. Recent improvements indicate that the school has the capacity to improve further.
32. The work of subject co-ordinators has improved since the time of the last inspection and is now satisfactory. Members of staff monitor teaching, learning and pupils' progress frequently, though the impact has been limited. Whilst standards have been rising, this improvement is too slow in writing and science, and action is not taken quickly enough in response to the evidence that some groups of pupils are continuing to underachieve. In mathematics, test information is being used to identify where the curriculum needs to be developed, and as a result, achievement is improving for younger pupils up to the end of Year 4. However, in English, science, geography and history, the curriculum has not developed in response to high pupil mobility and changes in the age groups in the mixed-age classes. This leads to inconsistencies in provision and work not always being demanding enough, especially for the older and more able pupils in each class. Good leadership in ICT has ensured that standards in this subject have risen well since the time of the last inspection.

33. There is a shared understanding of the school's strengths and weaknesses based on self-evaluation, but information is not used to bring about swift improvement. However, priorities identified in the school development plan are not linked with easily measurable attainment targets and as a result, improvement is not quick enough. Attainment at the school dipped significantly following the last inspection and progress since that time has been insufficient.
34. The provision for pupils with special educational needs continues to be good overall. These pupils receive good support in English and there are clear plans to extend support for those experiencing learning difficulties in mathematics. Provision for pupils with special educational needs is well led and managed. Funding for these pupils is spent appropriately for their benefit. Recommended procedures are carefully followed and records are very well kept.
35. Governance is satisfactory, though not as effective as at the time of the last inspection when it was good. There have been several recent changes in governors and there is a strong commitment towards increasing the challenge provided. Governors are supportive and understand the school's strengths and weaknesses. However, governors do not ensure that statutory requirements are met in full, because attendance registers are not maintained correctly. The governors ensure that funding is used to fulfil their commitment to high levels of staffing, though this has necessitated the build up of a large under-spend in the last few years to compensate for falling pupil numbers. The good quality support provided by teaching assistants makes a significant impact on how well pupils learn.
36. The school day runs smoothly and financial management is carried out effectively by the headteacher, members of the administrative staff and governors. The school has satisfactory arrangements for ensuring best value, though it provides unsatisfactory value for money because the cost per pupil is fairly high and there continues to be some underachievement.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	392,955
Total expenditure	397,494
Expenditure per pupil	3,340

Balances (£)	
Balance from previous year	41,455
Balance carried forward to the next year	36,916

37. Whilst most statutory requirements are being met, unauthorised absences are not clearly marked in attendance registers.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school has maintained the satisfactory provision for children in the Reception Year that was found at the time of the last inspection. Children's achievement, including those with special educational needs, is satisfactory overall. Most children have reached the expectations for the end of the Reception Year in mathematical development, knowledge and understanding of the world and creative development. In personal, social and emotional development, children's attainment is below the expected levels. In communication, language and literacy, attainment is in line with expected levels overall, though children do not listen well. There is insufficient evidence to form a judgement on attainment and achievement in physical development.

Teaching and learning are satisfactory. The teacher and teaching assistant are hard working and conscientious and they work together well as a team. The key features of teaching are:

- Work is made purposeful and good use is made of resources to make learning interesting.
- Adults have good relationships with the children, helping the children to feel safe and secure, and willing to try new activities.
- A teaching assistant gives good support to children and has a good impact on learning.
- Expectations of children's independence are not high enough, and too much work is teacher directed.
- Not enough use is made of assessment information to ensure that work is matched closely enough to individual needs. Children often work on the same task whatever their ability or previous learning. At these times, opportunities to extend learning are missed.

The curriculum is satisfactory. Its strength is the way that different areas of learning are linked, bringing topics to life. However, provision is not adapted sufficiently to reflect the needs of the children and personal, social and emotional development is not effectively promoted. The organisation of the classroom does not enable children to be independent and they do not have enough opportunity to explore ideas by themselves or in small groups.

Leadership and management of provision are satisfactory. Senior managers in the school have a clear overview of what is happening in the Reception class and teaching and learning are regularly monitored. There is a good understanding of the need to develop outdoor provision further, though the budget allocated to the Reception class is low, and the whole-school improvement plan makes little reference to how this will be achieved.

There are good links with parents and good induction procedures. The teacher visits local playgroups and children are given good opportunities to experience school before they join the class. This helps to make for a smooth and happy move to the Reception class. Parents are given a good range of information before their children start school.

PHYSICAL DEVELOPMENT

38. There is insufficient evidence to make an overall judgement on the quality of provision. Observations of children at work at different times during the school day show that they have appropriate physical skills for their age. When playing independently outside, children ride tricycles with good control and in physical education lessons they successfully use space to make imaginative movements with their body.
39. An outdoor area is used appropriately to support learning. However, it is comparatively small and is not well resourced, lacking basic equipment such as a climbing frame. This limits

opportunities for children to practice a full range of skills. The teacher has identified this as an area that requires urgent attention, although sufficient funding has not been made available.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children lack independence and do not always co-operate well.
- Throughout the day, there are missed opportunities to extend personal and social skills.

Commentary

40. Children's achievement is unsatisfactory, and many have not yet achieved the expected levels for the end of the Reception Year. Although children are sociable and they enjoy talking to visitors, many lack independence and find it difficult to co-operate with each other and take their turn. As at the time of the last inspection, this is especially noticeable amongst boys in the class.
41. Teaching is satisfactory but children do not develop skills quickly enough because of weaknesses in the curriculum. Members of staff are calm, caring and patient and they successfully use praise to boost children's confidence. However, they do not expect enough of children; there are too few opportunities for children to work independently and the curriculum has not been adapted to reflect the personal and social needs of the current group of children. There are missed opportunities to develop personal and social skills; children are unable to choose to work outside and when they are working in groups, adults do not do enough to help them understand the need to co-operate with each other.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children enjoy reading and writing.
- Listening skills are weak.
- There is not always enough challenge for more able children.

Commentary

42. Children's achievement is satisfactory. Most children have reached the expectations of the 'early learning goals' for the end of the Reception Year. Reading skills are taught effectively and children develop good attitudes towards books. A good range of strategies is used to teach children letter sounds and there is a strong emphasis on learning being fun. Teachers read stories well and children enjoy joining in when learning letter sounds. Parents give considerable support in the early development of reading skills by hearing their children read regularly.
43. In writing, teaching is satisfactory. Children are given good opportunities to improve their skills. As a result, they become willing writers. They are enthusiastic and are happy to record their ideas on paper, sometimes using recognisable words. For example, children enjoy making lists at playtimes and during role-play. However, in lessons, children work in mixed-ability groups for most of the time, and there are occasions when insufficient account is taken of the potential of more able children and this slows their progress.
44. Children do not make enough progress in developing listening skills because members of staff do not plan enough activities that will support learning in this aspect of the curriculum. These

weak listening skills have a significant impact on learning. In lessons, children are slow to respond to instructions because they do not listen carefully. When children are working together in a group, children do not listen well to each other or the teacher and this slows the pace of learning. Speaking skills are satisfactory. Children are full of ideas and are keen to talk to the teacher or the whole class. They are given good opportunities to do this. As a result, they become confident in speaking to groups as well as to individuals.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children count confidently.
- Work is not always well matched to children's individual needs.

Commentary

45. Children's achievement is satisfactory overall, and most children have reached the expectations of the 'early learning goals' by the end of the Reception Year. Counting skills improve at a good rate because children are given good opportunities to count in a range of situations. They do so confidently, for example, counting up to 15 when registration is taken. There are only a small number of higher-attaining children in the class, but they are given too few opportunities to extend their learning beyond that of other children, with too many occasions when they work on the same activity as less able children.
46. Teaching is satisfactory. Learning is made purposeful by linking work to topics such as 'mini-beasts'. This makes learning fun, with mathematical concepts being taught in a practical way that involves the children and ensures that they are well motivated and interested. Good use is made of rhymes and songs to develop number skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is a good curriculum, with good links being made between different subjects.
- There is not always enough challenge for more able children.

Commentary

47. Children's achievement is satisfactory overall, and most children have reached the expectations of the 'early learning goals' for the end of the Reception Year. Learning is well supported by an interesting range of activities that help children to learn about the world around them. For example, they grow plants, look after animals and learn about mini-beasts, helping them to appreciate the wonders of nature and to understand how they can look after the world. In religious education, children learn about the celebrations of different faiths and draw pictures of various stories from the Bible.
48. Teaching is satisfactory. Activities are well linked around a central theme and this helps to make learning purposeful. Role-play areas are used well to encourage children to explore different ideas. There are occasions when good questioning from an adult skilfully guides children in their thinking, although there are sometimes missed opportunities to extend the learning of the more able children, for example, by asking them to record some of their own ideas in more detail.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Teachers plan an interesting range of practical activities that help children to learn new skills quickly.
- Children do not get enough opportunities to work independently.

Commentary

49. Achievement is satisfactory overall, and most children have reached the expectations of the 'early learning goals' for the end of the Reception Year. Children have good attitudes to learning and show a wide range of simple drawing and painting skills.
50. Teaching in the one lesson observed was good. Learning was made purposeful by the careful planning of a practical activity that was linked to a common theme of the week, 'mini-beasts'. In creative development, children were successfully encouraged to use their imagination to design and make 'traps to capture a bug'. Children worked well on this task, showing good concentration and successfully using a range of tools and skills to finish their models. However, there was little opportunity for children to develop independence, for example, by choosing their own tools.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing are not high enough.
- Standards in speaking and listening are above average.
- Writing skills are not consistently developed through other subjects.
- Pupils with special educational needs in language achieve well.

Commentary

51. Overall standards are average at the end of Year 2 and Year 6, and this is similar to the findings of the previous inspection. However, results in the Year 2 national tests have varied widely since then, and were well below the national average in reading and writing in 2004. Year 6 test results in English as a whole have improved steadily from well below the national average in 2001 to above average in 2004. However, current standards vary considerably across the different elements of the subject. Pupils achieve well in speaking and listening, reaching above-average standards by Year 2 and Year 6. By contrast, standards in writing are below average. No pupil in Year 2 or Year 6 has achieved the higher level, and the school's own records show that many pupils are not making the expected progress year on year. The extent of underachievement is a significant cause for concern. Standards in reading are average. This is a considerable improvement for Year 2 compared with last year, when results in the national tests were well below the national average and very low compared with similar schools. Unconfirmed results of this year's Year 6 national tests show that almost a third of pupils reached the higher level in reading, though this number is lower than found nationally in 2004.

52. Pupils with special educational needs achieve well because language targets in their individual plans are clearly focused and regularly adjusted so that they succeed in small steps. Teaching assistants give pupils with learning and physical difficulties valuable help in class and when they are withdrawn for intensive instruction.
53. The writing programme has some good features. A consistent approach to teaching spelling and handwriting is proving effective in the early stages. Many pupils begin to use a joined style by Year 2 and spelling of common words is satisfactory. However, some Year 6 pupils do not use a joined style and their spelling is careless, with too little use being made of a dictionary. The writing programme has three main weaknesses. Firstly, not enough use is made of the framework of the National Literacy Strategy to ensure that work is at the expected level for each year group, particularly in the mixed-age classes. Notably, tasks are often too easy for the older and more able pupils, leading to underachievement over time. This was a significant weakness underlying unsatisfactory teaching in one lesson seen. Secondly, the focus of lessons changes too quickly, giving pupils too little time to master the specific features of any one kind of writing. As a result, much written work in all years is very brief, with little connection between one piece and the next. By contrast, pupils in Years 3 and 4 often write stories and so they achieve well, with enough time to develop and improve their work. Thirdly, time spent on formal exercises loses its impact because teachers do not consistently expect high enough standards of accuracy and presentation in daily work. In particular, marking lacks impact when teachers do not require corrections or set follow-up tasks.
54. The early stages of reading are well taught. By Year 2, most pupils can sound out unfamiliar words to find their meaning. Pupils have access to a wide range of fiction, which is graded for difficulty. Homework makes a good contribution to learning, with many parents taking their children to local libraries. By Year 6, all pupils read silently with good concentration. They read aloud with expression and explain the meaning clearly.
55. The current school priority of raising standards in speaking and listening is proving effective. Standards in listening are above average overall because teachers have clear expectations for attentiveness and manage lessons well. Pupils speak clearly and most try to give full answers. In the best lessons, teachers vary their questions to include all pupils and encourage full explanations. Drama is not part of the formal curriculum, though assemblies and school productions are used to extend the challenge of speaking to a larger audience.
56. Teaching and learning are satisfactory overall, although vary from good to unsatisfactory. Strengths of teaching include:
- lessons planned around interesting texts and topics;
 - good relationships that encourage pupils to take an active part in discussions;
 - well-organised and managed activities; and
 - good quality help given by teaching assistants to individuals and groups.
- Weaker features seen include:
- slow pace of instruction;
 - little use of the board to reinforce learning;
 - low expectations for the pace and quality of written work; and
 - end-of-lesson reviews (the “plenary”) not used to check progress critically.
57. Leadership and management are satisfactory. New resources to develop reading, spelling and handwriting are proving effective. Assessment procedures give detailed information but this is not used rigorously enough to target provision.

Language and literacy across the curriculum

58. Weak writing skills are a barrier to learning in other subjects, where pupils do not consistently develop their ideas in the detail expected for their age. This is particularly evident in science, but higher-attaining pupils do not write enough in geography and history. Pupils have sound skills in using reference books, but need to be challenged more often year on year to search independently for information as the basis for their own writing.

MATHEMATICS

Provision in mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Pupils do not all achieve well enough by the end of Year 6, though achievement has been improving in recent years.
- Games and practical tasks engage the pupils' interest well.
- Teaching assistants work well with groups of pupils.
- Assessment information is not always used well enough to plan work that consistently challenges pupils' differing needs.
- Limited use is made of teachers' marking to show pupils what to learn next.

Commentary

59. The national tests in 2004 at the end of Year 2 were well below national averages, with the proportion achieving the expected level (Level 2) and the higher level (Level 3) being well below average. This year group included a high proportion of pupils with special educational needs. As at the time of the last inspection, pupils in the current Year 2 are working at the expected levels and their achievement is satisfactory.
60. In Year 6 in 2004, national tests were above average overall because there was a good proportion of pupils achieving the higher level (Level 5). In the current Year 6, attainment is below average, with several pupils not having achieved well enough since starting at the school. Since the time of the last inspection, test results have been variable owing to small cohorts and fluctuating numbers of pupils with special educational needs. Specific lessons taken by the headteacher and specific tasks for the more able pupils set by the teachers help the more able to make good gains in their learning, and targets set for these pupils are often exceeded. However, the challenge for pupils of average or lower ability is not always enough and targets are not always reached. The school has identified the need to improve the support for pupils with special educational needs in mathematics.
61. As at the time of the last inspection, teaching and learning are satisfactory overall. There were examples of good teaching observed during the inspection in Year 1 and in Years 3 and 4. All teachers start lessons well, with interesting mental mathematics tasks that help pupils to think quickly and settle into their learning. For example, in Year 6, pupils wrote the number of the multiplication table they were currently learning onto paper, and paired up with different pupils to discuss the relevant multiplication and division facts they could generate in a minute. Teaching assistants work alongside the teachers supporting groups of pupils successfully, and this strategy is helpful in meeting differing needs. Teachers form good relationships with the pupils, encouraging good behaviour and attitudes towards learning.
62. The school's information from monitoring pupils' progress shows that a significant group of pupils in Years 5 and 6 have not achieved well enough through the school. Whilst individual targets are set for pupils each year, not all work is matched closely enough to pupils' needs and the school is slow to react to shortfalls in attainment. In some lessons, teachers do not expect pupils to work quickly and time is lost when pupils complete unimportant tasks such as cutting out or colouring in. In most lessons, teachers provide suitably challenging work for the

most able pupils and these pupils often achieve well. Pupils' work is marked frequently, though comments made do not always help them to know what they need to do to improve.

63. ICT is used well in Year 1 to support teaching and learning, though there is limited evidence of it being used in other classes. For example, in one lesson in Year 1, pupils dragged numbers on the interactive whiteboard to make number bonds to 10 and the teacher used a program to show more able pupils how to read scales when measuring in millilitres.
64. Leadership of the subject continues to be satisfactory. The subject co-ordinator uses assessment information to identify weaknesses in the curriculum, though not enough action is taken to support pupils who are not making enough progress. Provision in the subject has improved steadily, making progress since the time of the last inspection satisfactory overall.

Mathematics across the curriculum

65. Satisfactory use is made of mathematics to support learning in science. Pupils carry out measurements carefully and use graphs to show their findings.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are too low and pupils do not achieve well enough.
- There are inconsistencies in teaching across the school and some teachers do not have high enough expectations of what pupils should achieve.
- Recorded work is often the same for all pupils, whatever their prior attainment or age.
- The curriculum is not adapted sufficiently to reflect the needs of mixed-age classes.
- The subject is not well led and managed.

Commentary

66. Progress since the last inspection has been unsatisfactory. Weaknesses in teaching and the curriculum have led to pupils' achievement being unsatisfactory, and attainment is below nationally expected levels by the end of Year 2 and well below them by the end of Year 6. However, there are variations in pupils' attainment in different classes. Pupils respond well to the higher expectations of the teacher in Years 3 and 4, where the quality of work is generally better and pupils make faster progress.
67. Inspection findings are confirmed by teacher assessments at the end of Year 2 and test results at the end of Year 6. Although they improved in 2002 and 2003, for the last five years test results at the end of Year 6 have consistently been lower in science than in English and mathematics. They were well below average in 2004 when compared with all schools and similar schools. Teacher assessments at the end of Year 2 show that the number of pupils working at the higher Level 3 is below average. Similarly, a lower-than-average number of pupils achieved Level 5 in national tests at the end of Year 6. This is because teachers do not expect enough of more able pupils.

68. There are significant weaknesses in teaching and learning, with the quality varying across the school. Although no unsatisfactory teaching was seen during the inspection, a scrutiny of pupils' previous work shows that teachers' expectations are not high enough. Consequently, teaching is unsatisfactory overall, leading to underachievement across the school. Other key features in teaching and learning are:
- teaching does not always take enough account of the differing abilities or ages in each class. Pupils often complete the same piece of work whatever their age or ability. This limits their learning and the achievement of more able pupils in particular;
 - teachers manage behaviour effectively and lessons are well resourced, leading to a quiet and purposeful working atmosphere in lessons. As a result, pupils have good attitudes towards learning;
 - teaching assistants give good support to pupils with special educational needs, ensuring that they are fully included in activities; and
 - teachers make good use of the local environment, including an attractive wildlife area, to make learning interesting.
69. In a good lesson in Year 3 and 4, there was a good pace to learning, with interesting work helping pupils to learn the names and functions of the parts of a flower. The teacher had high expectations and made very good use of ICT to engage pupils. Digital microscopes were used well to help pupils look more closely at the parts of a flower.
70. Assessment procedures are unsatisfactory. Teachers do not make enough use of available information to ensure that the differing needs of pupils are fully met. Pupils have only a limited understanding of how they can improve because marking only rarely indicates to them the strengths and weaknesses in their work. In some year groups, marking praises work over-generously, suggesting to pupils that work will be accepted whatever its quality.
71. The curriculum is unsatisfactory and is not planned well enough. Topics are repeated in different classes and the curriculum plan has not been changed to reflect the groupings of pupils from year to year in the mixed-age classes. This means that work is not matched closely enough to need.
72. Leadership and management of the subject are unsatisfactory. The school acknowledges that improving attainment in science has not been a major focus in recent years. Consequently, too little has been done to ensure that weaknesses are addressed.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good leadership and management have supported good improvement since the last inspection.
- Pupils achieve well and attainment is above nationally expected levels.
- There is an interesting curriculum.
- There are missed opportunities in some classes for pupils to use their skills in subjects such as science, history and geography.

Commentary

73. The school has made good progress since the last inspection. Pupils now achieve well throughout the school and attainment is above nationally expected levels by the end of Year 2 and by the end of Year 6. Pupils have a clear understanding of the different uses of ICT and, by Year 6, show a good range of skills. They confidently word-process their writing, produce paintings using art programs and make moving pictures or presentations using a good range

of multi-media techniques. In Year 6, pupils have a good understanding of how to use computers to make machines follow a series of instructions. In a good lesson in Years 5 and 6, pupils used a complicated series of timings to sequence traffic lights to allow the free flow of cars over a bridge.

74. Leadership and management are good. Developments since the last inspection have been carefully planned and have helped to raise standards. Lessons in ICT are now regularly on the timetable and good use is made of the ICT suite to teach basic skills. Teachers' subject knowledge has improved, enabling them to tackle the national curriculum with confidence.
75. Teaching and learning are good. Lessons are carefully planned and teachers have good expectations and expect pupils to work hard. Learning is made purposeful by linking ICT with other subjects. For example, in a good ICT lesson in Year 1, pupils developed word-processing skills whilst preparing a presentation about seaside holidays in the past. This was a topic that highly motivated pupils and consequently, pupils were fully engaged in their work. They supported each other well and had good levels of self-esteem and confidence. Teachers are generally aware of those pupils who bring good skills from home and they ensure that these pupils are sufficiently challenged in lessons. Less able pupils are supported well by teachers and teaching assistants, ensuring that these pupils make good progress in developing basic skills.
76. Resources have been greatly improved since the last inspection and are now good. Learning is enhanced by a suite of laptop computers, giving pupils the opportunity to practise skills in the classroom as well as in the ICT suite.
77. There is a good curriculum that is carefully planned to ensure continuity and progression in the development of skills. The curriculum is significantly enriched by the 'Internet Club'. This gives older pupils good opportunities to extend skills and to explore their own ideas. The subject co-ordinator is well supported in running this by a skilled parent helper.

Information and communication technology across the curriculum

78. Good links are made between different subjects when pupils are working in the ICT suite. However, a scrutiny of pupils' work in science, history and geography shows that in some classes there are some missed opportunities to use ICT to support learning in these subjects. The best practice is seen in Years 1, 3 and 4, where, for example, good use is made of data-handling programs in science and pupils are introduced to multi-media presentations in history.

HUMANITIES

This area of the curriculum was not a focus for the inspection and there is insufficient evidence to form judgements on provision, or teaching and learning. Planning follows official recommendations and geography and history make a sound contribution to pupils' cultural understanding.

79. A small sample of work indicates that lower-attaining pupils in all classes are fully included because they record their learning through drawings, diagrams and plans as well as written accounts. However, accounts by other pupils are generally very brief, and few pieces of work have resulted from some topics. More able pupils are not consistently expected to produce better work in terms of depth or detail. This is most evident in geography work seen in Years 5 and 6, where the overall standard of the work seen is below national expectations, and the tasks set are not difficult enough to challenge pupils to reach the higher-than-expected level. Year 2 pupils have achieved well in geography in their models of islands, which show a wide range of possible features.
80. Two good lessons were observed during the inspection, both in Year 1. Key facts were very well illustrated using high quality slides and photographs, which caught pupils' interest. The

teacher's questions were carefully focused to encourage pupils to recognise and explain key features and pupils worked together well recording their ideas to share with the class.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

This area of the curriculum was not a focus for the inspection and there is insufficient evidence to form judgements on provision, or teaching and learning.

81. No lessons in **art and design** were on the timetable. Throughout the school, pupils' artwork is displayed attractively. Year 6 pupils made interesting face plaques from clay and pupils in Year 2 painted careful pictures of Egyptian gods as part of a history topic. A visiting artist provided pupils with a good opportunity to extend their knowledge and skills. ICT is used well to support learning. For example, pupils in Year 1 used a computer paint program to make vibrant pictures in the style of David Hockney.
82. No **design and technology** lessons were observed. Samples of work on display demonstrate that pupils have appropriate opportunities to design and make objects from a range of materials. For example, in Years 3 and 4 pupils designed and made interesting holders for paper tissues.
83. In a good **music** lesson in Years 3 and 4, the teacher's good subject knowledge and skill were used successfully to support pupils as they learnt a new song and accompanied themselves using untuned percussion. Good links were made between music and science because the song reinforced the pupils' knowledge about the structure of a flowering plant. In Year 6, pupils have captured the mood of the music of famous composers in their imaginative impressionistic pictures.
84. In a satisfactory **physical education** lesson in Year 2, pupils gained suitable exercise whilst using their knowledge about maps to plot various locations on a plan of the school grounds. However, the task was the same for all pupils, limiting the challenge for the more able. Pupils have good opportunities to take part in additional activities, including competitive netball and football games.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. This curriculum area was not a focus for the inspection and there is insufficient evidence to form judgements on provision, or teaching and learning. The school has developed a well-informed scheme of work to guide teachers in planning appropriate activities. Aspects of personal, social, health and citizenship education are covered through a combination of specific lessons, school assemblies and topics in other subjects. Coverage includes sex and relationships education and drug awareness. Pupils are given regular opportunities to discuss issues of concern in guided class discussions called 'circle time'.
86. Members of staff create good opportunities for pupils to take the initiative in the wider life of the school. The school council does not meet frequently but it offers a challenge to selected pupils in discussing relevant issues and making decisions. Overall, provision makes a good contribution to pupils' personal development and their attitudes towards school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5

Overall standards achieved	5
Pupils' achievement	5

Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	5

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

