

INSPECTION REPORT

BEEHIVE LANE COMMUNITY PRIMARY SCHOOL

Great Baddow, Chelmsford

LEA area: Essex

Unique reference number: 114996

Headteacher: Mrs Ruth Brock

Lead inspector: Sue Orpin

Dates of inspection: 19th – 22nd January 2004

Inspection number: 255474

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 – 11
Gender of pupils:	Mixed
Number on roll:	205
School address:	Beehive Lane Great Baddow Chelmsford Essex
Postcode:	CM2 9SR
Telephone number:	01245 269464
Fax number:	01245 490348
Appropriate authority:	The governing body
Name of chair of governors:	Mr Ian McElwain
Date of previous inspection:	8 th June 1998

CHARACTERISTICS OF THE SCHOOL

The school is average in size with 205 pupils. Pupils are organised in seven classes, one for each year group. Pupils mainly live close to the school and many are from families whose social circumstances are above average when compared with the national picture. Pupils' attainment when they start school is in line with that expected for their age. Forty-one pupils, an average proportion, have been identified as having special educational needs, which are mainly moderate learning, and speech and communication difficulties. Four have statements to outline particularly challenging needs. The proportion of pupils with special educational needs varies between years and two classes have a disproportionate number. Almost all pupils are from white British backgrounds, 7 are learning English as an additional language, which is low, and they speak French, Greek, Hindi, Tamil, Pushto or Arabic. The school is involved in the Essex Schools Award and Activemark Gold. It was awarded Investors in People in 2001. A new headteacher has been in post for just over one year. Community provision was a particular focus for this inspection and the school has chosen for this aspect to be commented upon throughout the report.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17808	Sue Orpin	Lead inspector	Mathematics, geography, history, religious education, English as an additional language
9537	Caroline Marden	Lay inspector	
32385	Lesley Hastings	Team inspector	English, art, music, physical education, special educational needs
10226	Sue Senior	Team inspector	Foundation Stage, science, information and communication technology, design and technology

The inspection contractor was:

e-Qualitas Limited

Langshaw
Pastens Road
Limpsfield Chart
Oxted
Surrey
OX26 4UL

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a sound education and satisfactory value for money. Standards at the end of Year 2 and Year 6 are generally average, representing satisfactory achievement overall. The quality of teaching is satisfactory and improving, but there are some variations between classes. The leadership and management are good, although there are weaknesses in governance.

The school's main strengths and weaknesses are

- Pupils' achievement in mathematics and science in the older years is good and pupils with special educational needs achieve well
- There is not enough good teaching, particularly in English, and it is inconsistent between classes
- The headteacher provides good leadership, but governors do not fully understand their role
- There are weaknesses in pupils' behaviour and their attitudes in a few lessons
- The curriculum is well planned and provides a broad range of experiences
- The school cares for, guides and supports its pupils well
- Good partnership with parents and effective links with other schools contribute well to pupils' learning

The school's effectiveness has been satisfactorily maintained since the last inspection in 1998. It has successfully dealt with the key issues from the last inspection by improving assessment procedures, provision in information and communication technology (ICT) and developing the role of the subject coordinator. Test results have risen in line with the national trend. Standards are similar to the last inspection in most subjects and have risen in ICT.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	C	E
Mathematics	C	C	B	D
Science	D	C	A	C

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

Pupils' achievements are satisfactory. In 2003, national test results in mathematics and science improved. Although all the results were in line with the national averages or better, the comparisons with similar schools shows that pupils did not achieve as well as they might in English and mathematics. Standards seen during the inspection show that current pupils' achievements are satisfactory. Children start school with knowledge, skills and understanding in line with those expected for their ages. In the reception class, children learn satisfactorily and most are likely to achieve the goals expected. In Years 1 and 2, pupils' achievement is satisfactory, so they are likely to attain standards that are in line with national averages. In Years 3 to 6 pupils continue to achieve satisfactorily, so that in most subjects they will gain the standards expected. In mathematics and science the good teaching in older classes means that pupils achieve well. Pupils' achievement in other subjects is sound and in physical education it is good. Those with special educational needs achieve well in all subjects, but otherwise, there are no significant variations in the achievements of different groups of pupils, including those who are gifted and talented, and those learning English as an additional language.

Provision for pupils' personal qualities, including their spiritual, moral, social and cultural development is satisfactory. Pupils' relationships with others are satisfactory and everyone is included in all aspects of school life in an effective way. Pupils have good self-confidence, sound respect for the views and opinions of others, and a well developed sense of right from wrong. Their appreciation of their own and other cultures is satisfactory. Pupils' behaviour and attitudes to their work are satisfactory, although in a few lessons when teaching is less stimulating, there are weaknesses, including a lack of respect for their work and adults. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory.

The quality of teaching and learning is satisfactory, although there are areas for improvement. Teachers know their subjects well and their use of assessment is usually good. They make good use of teaching assistants and the better lessons are planned well so that pupils of all abilities learn well. However, the quality of teaching and learning varies so that in some classes activities are less stimulating, and pupils' behaviour is managed less well. As a result, time is not used as effectively, pupils' interest declines and they do not achieve as well as they might. While some teachers use their assessments to help them plan, in classes where teaching is less effective, the information is used less well and the work is not always challenging enough for higher attaining pupils. In some classes, pupils are not given sufficient opportunities to learn how to investigate or work independently of the teacher. The good curriculum provides a wide range of subjects and extra activities, planned to ensure that everyone has the same chance to learn. The school provides well for pupils' care, guidance and support and there are good links with parents. Links with other schools and colleges are very good and are helping to improve the quality of teaching.

LEADERSHIP AND MANAGEMENT

The leadership of the school is good. The head teacher provides good leadership and has a clear picture of the standards pupils can reach. Her vision for the school has been shared with staff effectively so that they are able to carry out their roles satisfactorily. The governors perform their role satisfactorily, with a sound understanding of the strengths and weaknesses of the school and the direction needed. However, as yet they do not provide sufficient support and constructive challenge for senior staff and are insufficiently focused on the raising of standards.

The management of the school is good. Recent developments and changes have led to improvements in teaching and pupils' achievements and assessments of pupils are now used effectively to guide action.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the work of the school and the progress their children are making and they say their children like school. Most pupils are positive, but a significant proportion do not like school. They feel they do not have to work hard and some lessons are not fun. They would like to be trusted to do more on their own and they want some other pupils' behaviour to be better.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Increase the amount of good teaching, particularly in English
- Develop pupils' attitudes so that they are more interested and are more positive about their learning
- Ensure the governing body understands its role and provides support and constructive challenge to the senior staff of the school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the end of Year 2 and Year 6 standards are **average**. Pupils' achievements are **satisfactory**.

Main strengths and weaknesses

- Pupils in older classes achieve well in mathematics and science
- Standards in reading are below average in Year 2
- Pupils with special educational needs achieve well because they are well supported
- Pupils achieve well in physical education because they are taught well and benefit from a wide range of opportunities

Commentary

1. Children's standards of attainment when they join the school are in line with those expected for their age. In the Foundation Stage their achievement is satisfactory, so that by the end of the reception year they are likely to achieve all the goals expected. National test results for pupils at the end of Year 2 show that in 2003 there was a decline in results in reading and mathematics. There was an unusually high percentage of pupils with special educational needs in this group of pupils, so the school's data shows that this represented satisfactory achievement for these pupils. Teachers focussed attention on pupils' writing so these results were higher.

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

Standards in:	School results	National results
reading	14.1 (16.4)	15.7(15.8)
writing	14.6 (14.5)	14.6 (14.4)
mathematics	15.1 (16.4)	16.3 (16.5)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

2. Standards seen in Year 2 during the inspection show improvement, as they are average in writing and mathematics and in reading they are below average.

3. National test results for pupils at the end of Year 6 in 2003 show improvement in mathematics and science, although standards are still not high enough when compared with similar schools.

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

Standards in:	School results	National results
English	27.4 (27.0)	26.8 (27.0)
mathematics	28.0 (27.2)	26.8 (26.7)
science	30.0 (28.9)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

4. Standards seen in Year 6 during the inspection show that in mathematics and science standards are above averages and in English they are in line. The trend of improvement is continuing in mathematics and science and standards are being maintained in English.

5. Pupils' achievement is satisfactory overall. In Years 5 and 6, achievement in mathematics and science is good. The improvements in achievement are a result of better teaching of these subjects in these classes and there is a consequent improvement in pupils' attitudes to their learning in mathematics and science lessons. Improvements are the result of better teaching, support from

subject leaders and the recently appointed head teacher's leadership of the school. Improvements in assessment are also making a major contribution, as subject leaders analyse information and identify areas to improve teaching and target particular groups of pupils who need additional support.

6. Standards in other subjects are in line with those expected and pupils' achievement is satisfactory throughout the school, with the exception of physical education where standards are above those expected and achievement is good. This is because the teaching of physical education is good and there are many opportunities for pupils to be taught by specialist teachers. This is a result of the school's very good links with other schools. There are good resources and pupils enjoy the subject so they have positive attitudes to learning it.

7. Pupils with special educational needs achieve well throughout the school. This is the result of carefully targeted and managed support from an effective team of learning support assistants. Comprehensive data is used to track, target and raise the achievements of these pupils.

8. There are very few pupils learning English as an additional language or from minority ethnic groups, but these pupils' achievements are satisfactory as are those of gifted, talented and higher attaining pupils.

9. Overall standards have been maintained since the last inspection, but here has been good improvement in information and communication technology.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and attendance are **satisfactory**. Pupils' personal development is satisfactory overall. Provision for social and moral development is **good** and is satisfactory for cultural and spiritual development.

Main strength and weakness

- There are weaknesses in pupils' behaviour and their attitudes in a few lessons
- Procedures for monitoring attendance are very good

Commentary

10. Pupils' behaviour, attitudes to learning and attendance are not as good as they were at the time of the last inspection. The strengths in provision for pupils' personal development have been maintained.

11. Attendance is broadly in line with the national average as is unauthorised absence. Punctuality is satisfactory. The school has very good procedures for monitoring and promoting good attendance. The school recently employed an administrative officer to deal with pupil related issues who monitors and follows up absences. This is starting to have a positive effect, for example, there has been a reduction in unauthorised absence this year. In response to the school's policy to contact parents on the first day of absence, it is rare for parents not to notify the school for the reason for absence on the first day. The school encourages parents not to take holidays in term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.2
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.

12. Pupils enjoy school and they are very enthusiastic about the range of extra curricular activities. In lessons pupils' attitudes to work vary. When the lessons are interesting they can settle quickly to their work and persevere with the task. However, when lessons are pedestrian, pupils can be slow to start and they make little effort. Exclusions, when necessary, have been used appropriately.

13. Pupils mainly behave well during playtimes, although football games can dominate the limited space in the playground. In lessons most of the pupils are well behaved and respond appropriately to teachers' instructions, but there are cases where pupils call out and interrupt each other. There is inconsistency between teachers in their application of the very good behaviour policy. Pupils think that behaviour has improved recently and they do not think that bullying is an issue. Parents and pupils feel that when bullying does occur, staff deal with it effectively. Pupils also said they could go to staff with any worries they might have. Relationships within the school community are satisfactory and pupils of different racial groups play and work well together.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	156	5	
White – any other White background	3		
Asian or Asian British – Indian	1	1	
Asian or Asian British – Pakistani	1		
Asian or Asian British – any other Asian background	2		
Any other ethnic group	1		
No ethnic group recorded	30		

14. Teachers provide good role models for pupils, treating them with respect and this helps pupils develop an understanding of right and wrong. In addition, assemblies make an appropriate contribution. Pupils are involved in drawing up moral codes for the classroom, whole school and the playground. The school council and personal, social and health education lessons make a good contribution to pupils' social development. Pupils respond well to these opportunities and take their responsibilities seriously. Through their own initiative they have raised money for charity and are currently planning a "pyjama" day to raise money for small play equipment.

15. There is satisfactory provision for pupils to develop spiritual awareness in different subjects. For example, pupils write poetry in response to the natural world and begin to understand what it felt like to be a seaman in Tudor times. Music, theme days and religious education lessons contribute to pupils' cultural development. In particular the Infant Music Festival at the Albert Hall raises pupils' awareness of the performing arts. There are satisfactory opportunities to learn about different cultures with religious education lessons teaching pupils about different faiths.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Teaching and learning are satisfactory but vary in quality between classes. The assessment of pupils is thorough and most teachers use the information well to plan lessons. The curriculum is good and very good links with schools and colleges make a significant contribution to learning. The school cares for its pupils well and has a productive partnership with parents.

Teaching and learning

The quality of teaching and learning is satisfactory and in there is greater proportion of better teaching in Years 5 and 6. Teachers assess their pupils well and the information is used effectively to measure pupils' progress.

Main strengths and weaknesses

- There is not enough good teaching, so achievement is only satisfactory. A few lessons lack interesting and stimulating activities
- Teachers know their subjects well and generally make the purpose of the lesson clear to their pupils
- Learning support assistants are used well and in particular help pupils with special educational needs, who achieve well
- In some lessons teachers do not expect pupils to achieve as well as they might and time is not used well enough

Commentary

16. Teaching and learning are satisfactory and no lessons observed were unsatisfactory. However, the quality of teaching varies between classes and there is a greater proportion of better teaching in Years 5 and 6. Teachers are confident in the various subjects they teach and most are using the National Literacy and Numeracy strategy approaches to guide their planning. Lessons are generally carefully planned, and include the purpose of the lesson, which is usually shared with the pupils. However, in some lessons, the purpose of the lesson has been less clearly identified than in others, at times being confused with the content of the lesson. In most lessons, teachers have planned different levels of work that suitably provides for pupils at different levels of attainment. The good use of learning support assistants ensures that pupils with special educational needs are helped well with the result that they achieve better than other pupils in the class. In the better lessons, there are stimulating activities and the work provided makes sure that all, including the higher attaining pupils, have work that provides suitable challenge. However, in the few lessons that are not as good, some of the work planned for higher attaining pupils does not match their needs sufficiently with the result that a small number become bored and insufficiently engaged in their learning. Consequently, some of the work they produce is not as good as it might be, either in volume or in quality.

17. In some lessons the teacher spends too much time talking with the result that some pupils lose interest, become inattentive and their behaviour deteriorates. For example, in a younger class where pupils had to listen for 30 minutes, several became fidgety and inattentive. A few asked to go to the toilet, so there were too many interruptions and distractions. The introduction was about 3 dimensional shapes and many of the higher attaining pupils already knew and could recognise and name shapes such as cuboid and cylinder so they were learning nothing new and getting bored. When occupied in the main task, working on the properties of shapes, pupils became more interested and engaged. The higher attaining pupils were suitably challenged by careful attention from the teacher. In a few other classes, behaviour is sometimes a distraction from learning, and although there is a clear school policy for managing pupils' behaviour, the amount of adult time and attention taken to achieve improvement in behaviour occasionally diverts focus from the learning of the lesson.

18. Teachers assess their pupils well. Work is marked carefully, providing older pupils with clear communication about how well they are doing. During lessons, teachers of older pupils and learning support assistants help them so that they know what they need to do to improve. Assessments are recorded well and the information is used effectively to track pupils' progress and identify individuals and groups who need additional help. The school has recently introduced pupils' self-assessment, which is being used in some classes, but not all. There is an agreed system for marking which is being used well across the school. Although setting targets for groups and individuals has begun in some classes, it is not yet used consistently. Most pupils are not clear about how well they are doing and what they need to do to improve. Pupils with special educational needs are assessed effectively and individual education plans are well written to help teachers and learning support assistants meet their particular needs.

19. The greater amount of better teaching in the older classes is reflected in pupils' achievement, especially in mathematics and science, consequently standards are improving in Year 6. In Year 1 and 2 classes, where there is less good teaching and a higher proportion of pupils with special educational needs, a higher level of help from learning support assistants is maintaining their achievement. In the reception class, teaching is satisfactory. The amount and quality of homework set is satisfactory.

20. The school makes very good use of its links with teacher training organisations, using a wide range of opportunities to bring new ideas and innovations into the school. These are having a beneficial effect and encourage existing teachers to review their methods. In some classes, new approaches to teaching are beginning to have a positive impact on pupils' achievement. The teaching of science in Years 5 and 6 is being enhanced by work with Advanced Skills Teachers from Sandon High School.

21. Although teaching was judged to be better at the time of the last inspection, the recently appointed head teacher has introduced a range of strategies to improve lessons. These are beginning to take effect and are reflected in improved results in mathematics and science in Year 6.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	0 (0 %)	15 (42 %)	21 (58 %)	0 (0 %)	0 (0 %)	0 (0 %)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

There is a **good** curriculum that helps pupils learn. The school provides good opportunities for enrichment through activities outside lessons. Staffing and accommodation are **satisfactory**. Learning resources overall are good.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good and helps them achieve well
- The curriculum is broad and balanced
- There is a good range of effective community activities, events, visits and visitors
- Working conditions in the ICT suite are too warm and airless

Commentary

22. The curriculum is planned well, meets requirements and is relevant to pupils' needs. It is reviewed regularly and thoroughly to take account of national initiatives and pupils' needs. The school is developing a more flexible curriculum with good links between subjects and the use of weeks when there are special activities to help pupils develop their thinking skills. Literacy is well developed across the curriculum and the use of information and communication technology supports literacy and numeracy. Pupils' research and investigational skills in mathematics, science, history and geography are insufficiently developed. The teaching of French throughout the school further enhances the curriculum.

23. Provision for pupils with special educational needs is good and they are well supported by learning support assistants. Individual education plans for these pupils are good with suitable strategies employed through a system of small steps. Pupils' progress is monitored closely by learning support assistants and the experienced and able special educational needs coordinator who is able to make full use of her time as she has no class responsibility. Information and communication technology is used effectively to help pupils with special educational needs benefit from the full curriculum. Parents and pupils are regularly involved in reviewing the progress towards the targets. Higher attaining, gifted and talented pupils are identified but more challenging activities are not always planned for them. Provision for pupils with English as an additional language is satisfactory and they achieve at the same level as their peers.

24. The curriculum is enriched by a very good variety of visits and visitors and enhanced by special events and themes weeks. There is good participation in a range of sports, both in class and through after school clubs, supported by very good links with Great Baddow Sports College and the school is working towards the Activemark Gold Award. The music curriculum is enhanced through opportunities for pupils to learn musical instruments with specialist tuition offered in guitar and keyboard and a club for learning the recorder. The teaching and support staff give generously of their time to these clubs which contribute well to the quality of education provided. There are strong community links with local churches, businesses and other schools and colleges.

25. The school has a satisfactory number of qualified teachers and learning support assistants, although effective use is not made of the 'floating' teacher. The learning support assistants are well trained and effectively deployed. The school's accommodation is satisfactory, although the overcrowded classrooms and noise from adjacent classes sometimes impinge on the learning in some classes. The school grounds and playground area are cared for well.

26. Resources are good and the new information and communication technology suite has made a major contribution to improved provision. However, the working conditions in the computer suite are too warm and airless. There is good preparation for subsequent stages of learning with an effective transition programme established with local secondary schools.

27. There has been good improvement in the curriculum since the last inspection.

Care, guidance and support

The school provides **good** care, guidance and support for its pupils.

Main strengths

- There are good procedures for ensuring child protection, health and safety
- There are good opportunities for pupils to express their views through the school council
- Pupils' progress is monitored well so additional help can be given when needed
- There are good induction programmes and pupils have trusting relationships with adults

Commentary

28. All staff know their pupils well and most pupils feel well supported by the school and know there is an adult they can go to if worried, hurt or unwell. In the Foundation Stage, children's personal and social development is carefully nurtured, helping them settle into the routines of school life. This builds upon the good arrangements to help children start at the school that include the headteacher visiting local nurseries, visits to all parents at home and visits arranged for children before they start at the school. There are good induction arrangements for new pupils who join the school later, including the identification of a 'buddy' to help them find their way around school and make new friends. Pupils' transition to their secondary school is supported by visits from teachers of both schools and pupils' visits to the new school, and self-awareness training for pupils. Throughout the school there are efficient procedures and staff are trained effectively. Staff offer good support and advice to any pupils who may be experiencing problems. Learning support assistants, in particular, are very approachable, targeting support for pupils with problems that may be affecting their academic and personal progress. In some classes, pupils are provided with a 'worry box' so that they can anonymously highlight any difficulties they may be experiencing.

29. Pupils' personal and academic progress are monitored well and this enables any additional help to be given where needed. There are arrangements to make sure that pupils are not isolated at playtime, such as the identification and training of some pupils as play leaders and the use of a Friends Bus Stop for those who have no one to play with. However, the playground is often dominated by boys playing football, with the result that pupils who want to play quieter activities have little space to occupy. The school premises are very efficiently maintained by the dedicated site manager and provide a safe, clean, welcoming and healthy environment for pupils and staff.

30. The school seeks and acts upon pupils' views. Surveys have been carried out and the findings acted upon, such as, the introduction of pupils' self-evaluation into school assessments of their work. The school council provides good opportunities for pupils to express their opinions and has been developed to make sure that all pupils are represented. Fortnightly meetings are attended by the headteacher and chaired by a Year 6 pupil. During personal, social and health education lessons, all classes have the chance to contribute and to hear about the meetings that have taken place. The quality of provision has been maintained since the last inspection.

Partnership with parents, other schools and the community

Partnership with parents is **good**. Links with the community are **satisfactory** and those with other local schools are **very good**.

Main strengths

- There is a very good partnership with the local sports college that contributes well to pupils' achievements in physical education
- The school provides good information to parents about the curriculum and there are good strategies for gaining parents' views
- Parents are supportive and know they can approach the school when concerned

Commentary

31. The school has improved its partnership with parents and local schools since the last inspection.

32. The school works hard to involve parents in both their children's education and the life of the school. This has resulted in parents being supportive of the school. The parents' association raises significant amounts of money to enhance the resources of the school and to contribute to the cost of providing outside groups to extend the curriculum. Teachers enable parents to support their children's learning by sending out termly newsletters that outline what pupils will be learning in the next term. In addition, the school has provided workshops to help parents understand how their children are taught. Reports to parents are satisfactory, giving a clear idea of what pupils can do and understand, with the exception of those for reception age children, which are confusing and do not give parents a clear view of the progress their children have made. The targets included in reports are usually useful, including those for children in the reception class.

33. The school welcomes parents' views and has a number of strategies for consulting them. These include questionnaires and a parents' surgery where parents can bring up any issues they want. The headteacher then provides feedback to all parents through her weekly newsletter. Parents recognise the school responds positively to their views when it can, as illustrated by the introduction of water bottles, otherwise, reasons are given.

34. The school works closely with the local sports college and this partnership has provided professional development for teachers and extended the curriculum for pupils, contributing to the good achievement of pupils in physical education. The school is also part of a consortium of local schools. Teachers have found it particularly useful to work with teachers from other schools to develop a common understanding of the levels of attainment at which pupils are working.

35. Local groups hire the school hall and a local church leader regularly visits the school. The school has also worked with local businesses to prepare a bid to fund out of school activities.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The governance of the school is **satisfactory** with some aspects that require improvement.

Main strengths and weaknesses

- The headteacher provides good leadership
- The good use of self evaluation successfully identifies areas for improvement and performance management is effective in raising standards
- Governors do not fully understand their role in supporting senior staff and do not effectively fulfil their role of monitoring the curriculum
- The role of the “floating teacher” does not support improvement or pupils’ achievement

Commentary

36. The headteacher, who joined the school just over a year ago, is a caring and effective leader. She has a clear view about what needs to be done to improve the work of the school and has adopted a determined approach to raising standards. She has begun to improve teaching and ensure that it is more consistent and recognises that there is more work to do. Her views have been increasingly shared by the staff, who are now playing their part in implementing new policies to boost pupils’ achievements. The headteacher, through strategic appointments, has created a leadership team, which is becoming an effective force for improvement. For example, the appointment of the special needs coordinator has improved the quality and consistency of provision in that area. The headteacher is well respected and supported by a hard working staff team whose ideas are valued. As a result there has been good improvement in developing the role of subject coordinators, since the last inspection. Subject coordinators now play an active part in monitoring and managing their subjects. Steps have been taken to involve staff, governors, parents and pupils in decisions about the school.

37. The headteacher and key staff monitor and evaluate the quality of teaching and learning in lessons and the information gained has enabled them to determine how the curriculum should be developed. Monitoring of lessons has led to improvements in planning, teaching and learning but there is insufficient good teaching to enthuse the pupils and it is still inconsistent.

38. The school day runs smoothly. Procedures are clear and they are generally followed. Since her appointment, the headteacher has involved staff and governors in rigorous self-evaluation to identify areas for improvement. Governors systematically monitor progress towards the main objectives in the school improvement plan, which appropriately outlines the school’s priorities for development. For example, the focus upon developing the use of ICT and continuing to improve the procedures for assessment is leading to higher standards.

39. The headteacher has a clear understanding of what the school does well and where it needs to improve in comparison to national standards and similar schools. Through the analysis of results, weaknesses in standards in English, mathematics and science have been highlighted and are being successfully acted upon.

40. The use of performance management to focus all staff upon the same specific area for improvement has been effective in raising standards. For example, the recent whole school focus upon writing has resulted in improvements in the 2003 national tests for seven year olds. There are good procedures for developing all staff professionally by encouraging their participation in training for further qualifications and through attending the local consortium meetings. The use of the school by the local authority as a demonstration school for physical education and music provides further opportunities for additional on-site training and staff benefit professionally from liaisons with specialist schools and teacher training institutions. Newly qualified members of staff are well integrated into the school team by working with a more experienced member of staff and by receiving mentoring support.

41. Since the appointment of the headteacher, the governing body has become more effective in helping to shape the direction of the school and made an increasing contribution to school management. Governors carry out their statutory duties and are aware of, and respond to changes in legislation. During the past year committee structures have been revised so that procedures have been clarified and clear aims and policies make them more productive. Each governor has a subject responsibility and a monitoring schedule. Some governors, such as the ICT governor, are closely involved in the development of their subject within the school but overall but they do not effectively fulfil their role in monitoring the curriculum. Collectively, the governors have a satisfactory understanding of the strengths and weaknesses of the school. They analyse the school's national test results, agree targets for the school and set appropriate performance objectives for the headteacher. The Chair of Governors and headteacher meet regularly to review the work of the school. Governors are committed to the school but do not always fully understand their role in providing appropriate support and challenge to the senior staff of the school. Governors have addressed all the key issues from the previous inspection.

42. Financial management is good. The monitoring of the budget and decision making which supports the school's educational priorities ensure that the school is able to maintain the improvements which are outlined in the school development plan. However, the role of the "floating teacher" does not represent effective use of resources and suitable action is being taken.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	480 670	Balance from previous year	74 051
Total expenditure	514 117	Balance carried forward to the next	40 604
Expenditure per pupil	2 796		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Although the intake of children into the school varies each year, attainment is generally average. A number of entrants this year have weaker personal and social skills. Provision in the Foundation Stage is **satisfactory**. There are good learning opportunities for children with special educational needs, particularly in communication and personal and social skills. Teaching across all areas of learning is satisfactory, leading to satisfactory achievement so that most children are on course to meet the goals expected in each area by the end of the reception year. The management of the Foundation Stage is satisfactory. Regular assessments give teachers a good insight into children's progress and achievement. Assessment is successfully used to plan for activities which match children's learning needs in literacy and numeracy. The standards found in this inspection are similar to those reported in the last inspection. Overall, the children are well prepared for their move to Year 1.

Personal, social and emotional development

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

Main strengths and weaknesses

- There are good procedures for settling children into school
- Continual reference to classroom rules by all staff encourages children to behave satisfactorily
- Some children have difficulty in maintaining concentration

Commentary

43. Children's achievement in developing personal and social skills is satisfactory. There are good procedures for introducing children into school life, with the result that children become familiar with their surroundings and develop trusting relationships with teaching adults. All children are confident to try new activities and willing to take minor responsibilities, such as taking messages or putting equipment away, for example, after a physical education lesson. An appropriate emphasis is placed upon this area of learning because some children enter school with immature personal and social skills. Classroom rules are clear and consistently used so that all children understand what is expected in school. The use of learning support assistants to focus upon developing personal and social skills is successful so that most children achieve and participate in partner and group activities. Teaching does not always take account of the fact that a significant number of children have difficulty in listening and maintaining concentration for a period of time. Children's achievement improves when they are actively involved, such as, during a mathematics session when the teacher played "imaginary tennis" batting questions to individual children. During this activity, the whole class was attentive and keen to respond.

Communication, language and literacy

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

Main strengths and weaknesses

- Parents are involved in developing book skills
- Handwriting and sounds are successfully taught together
- Children do not listen well to others

Commentary

44. Children enter school with a wide range of communication and literacy skills. They achieve satisfactorily overall. There is good achievement in learning initial sounds because the interactive nature of Jolly Phonics makes learning interesting. The practising of letter formation and handwriting reinforces the sounds, which are being taught so that children see a purpose in writing. The teacher makes good use of incidental opportunities, such as when a number of children are

waiting for other to be ready for physical education, to practise sounds. Most children write their own name and begin to form letters correctly. Children are introduced to reading through learning to recognise key words and big book sessions where they discuss what they can see and begin to make predictions about what will happen. Achievement is impeded by the fact that children are willing to offer their own ideas but do not maintain concentration when they need to listen to others. Parents take an active role in developing book skills by taking books and story sacks home to share with their children and by using the school's useful handbook for guidance about reading with their child.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths

- Activities are planned to meet individual children's needs
- Higher attaining children achieve well in group work
- Learning support assistants contribute well to learning by helping groups of children

Commentary

45. Achievement in mathematics is satisfactory. Good emphasis is given to developing mathematical language and knowledge of numbers through counting and ordering activities and the use of a number line. In these activities and in the follow up work, good planning ensures that children are given work that matches their learning needs. Children are offered a range of reinforcement activities which extend from supported groups for counting and writing numerals to five to working in pairs to record the results of adding the spots on two dice up to a total of twelve. Higher attaining children achieve well in recording their addition on whiteboards using the correct numerals and signs. Learning support assistants are used effectively to help groups of children. Whole class sessions are successful when activities are interactive but children do not learn as well as they could because the teaching of number does not always build on children's previous learning.

Knowledge and understanding of the world

Work was sampled but insufficient lessons were seen to form an overall judgement about provision in this area of learning.

Main strengths

- Children use computers confidently
- The outside area is well used

Commentary

46. Planning indicates that children have used first hand experiences such as planting cress or melting ice to find out how things grow and change. Children working independently or in pairs are introduced to simple sentence making, painting and number reinforcement programs on the computer. They have a regular time in the information and communication technology suite and are becoming adept at using the mouse to control programs. Good use is made of the outside area when adults work with small groups of children to develop their knowledge and understanding of the world around them. For example, as part of a topic about weather, groups of children went outside to explore the puddles left after a rainy morning and on another occasion to see how ribbon streamers move in the wind.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children have access to a good outside area, which promotes physical development well
- Children do not listen well during lessons in the hall
- The learning support assistant helps children to learn well

Commentary

47. Planning to support provision for physical development makes full use of available resources, inside and outside, to develop specific skills such as pencil and hand control, and body control skills such as climbing and balancing. The outside area is accessed directly from the classroom and is well laid out and equipped. In the hall children show that they understand how to use space and to work safely. They exercise their bodies by running and jumping but they do not always listen carefully to the teacher so sometimes they are not clear what they are expected to do. The teacher and learning support assistant reinforce teaching through demonstrations and individual tutoring so that overall achievement is satisfactory. Children with special educational needs receive good support to keep them on task.

Creative development

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- A good variety of creative opportunities is provided
- Talking partners are used effectively for children to discuss ideas
- Long explanations by the teacher slow the pace of learning

Commentary

48. There is an appropriate balance between adult directed and child initiated activities so that children express their creativity through their senses and a range of materials. Adult initiated activities are planned to offer appropriate challenge to each child but prolonged explanations about the activities slow the pace of the lesson and reduce the effectiveness of teaching. Children's achievement overall is satisfactory and they achieve well when using observational skills to draw real objects, such as musical instruments. They make interesting portraits using feathers, pipe cleaners, sponge and pom-poms. Many activities support other areas of learning. Speaking and listening, for example, is developed through listening to recorded poems about the weather and talking partners are used well to discuss ideas about representing weather through body sounds. Other activities support sequencing in mathematics and aspects of science.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils with special educational needs make good progress
- Some lessons lack interesting and stimulating activities so pupils' attitudes and achievement are not as good as they might be
- The pace of teaching in some lessons is too slow
- Assessment is used effectively
- The subject is led well and this has led to weaknesses being addressed and effective strategies being put into place to raise standards

Commentary

49. National curriculum test results, for pupils at the end of Year 2 in 2003, were well below average in reading and in line in writing. The group of pupils taking the Year 2 tests in 2003 had a higher than usual proportion of pupils with special educational needs and their result in reading is a reflection of this. Their results in writing were better because this had been an area of that teachers had paid attention to so pupils' achievement in this aspect was good. Standards of work seen during the inspection show an improvement in reading so that standards are now average in all aspects of English. Test results for English at the end of Year 6 in 2003 are broadly in line with averages, with improvement since 2001. Comparison with similar schools shows that standards are still not high enough. Standards of work seen during the inspection were average and reflect test results, but also show some improvement.

50. Pupils' achievement is satisfactory. There are good opportunities for pupils to write in a range of different forms, for different audiences and at length, which is contributing to the improving standards. Pupils speak clearly and for the most part, listen attentively in class. They are given many opportunities to discuss ideas and issues. In Year 6, pupils were effectively discussing balanced reports and arguments and enthusiastically identifying the main points. When reading, pupils gain confidence throughout their time in school and most become fluent readers who are beginning to develop an enthusiasm for reading. The recent developments in guided reading throughout the school have made a significant contribution. In their writing, pupils use their skills when producing work covering a wide range of purposes including writing instructions, poetry and plays. Pupils with special educational needs achieve well throughout the school.

51. The quality of teaching and learning is satisfactory overall and good in Years 5 and 6. Pupils learn to speak for a variety of audiences, so that when they are asked to present their work, they do so confidently, capturing the attention of the rest of the class. In Year 5, spontaneous applause greeted a girl who told a story well in her own words. Pupils with special educational needs are fully included in all lessons as able learning support assistants help them effectively. In the best lessons there are high expectations for behaviour and the amount of work pupils will complete. In these lessons, pupils are interested in the activities, work very well together and get a lot done. In less effective lessons the task is repetitive and does not challenge some pupils sufficiently, and the pace is too slow with the result that a few pupils are less attentive.

52. Teachers have a good knowledge of the subject and work is planned well to meet all pupils' needs. Teachers evaluate lessons and use their assessments of pupils' progress to plan subsequent lessons effectively. The quality of marking is adequate. When used effectively, marking not only gives pupils encouragement but tells them how to improve their work, involving them well in their own learning. Pupils are set individual targets for their learning in English, although these are not yet regularly referred to when work is marked or assessed in class. Pupils with special educational needs make good progress towards the targets set for them. Learning support assistants help targeted groups of pupils effectively with programmes from national initiatives or set up by the school.

53. The subject is well led and managed. Test results are analysed carefully resulting in an accurate identification of strengths and weaknesses. Effective training and strategies have been put in place to deal with these and are already having a positive impact on raising standards. Good monitoring, support and guidance are given to teachers and support staff. Resources are good and support the learning in English well. The subject leader has begun to monitor teachers' planning, lessons and pupils' work.

54. There has been satisfactory improvement since the last inspection because standards of work seen show improvement, especially in Years 5 and 6.

Language and literacy across the curriculum

55. There are satisfactory opportunities for pupils to practice their literacy in other subjects, especially with descriptive writing in science and research skills in history and information and communication technology. Teachers plan good links between subjects and literacy, such as, reading instructions carefully in order to write in Greek hieroglyphics. Pupils use their speaking and listening skills in most subjects. For example, teachers encourage pupils to explain their ideas and solutions to problems in mathematics and science.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 5 and 6 because they are generally taught well
- The curriculum is planned and assessed well, although there is insufficient time spent on investigating
- There are some weaknesses in teaching that limit achievement
- The subject is led and managed well so that standards and achievement are improving

Commentary

56. Standards in mathematics by the end of Year 6 are rising and this was reflected in the most recent results (2003) and the standards seen during the inspection, which were above the national average. The standards at the end of Year 2 are in line with the national average and this represents an improvement on the results in 2003. The group of pupils taking the Year 2 tests in 2003 had a higher than usual proportion of pupils with special educational needs and their results, while well below average, represented satisfactory achievement.

57. The achievement of pupils in the current Year 2 is satisfactory. Most pupils identify and sort odd and even numbers, measure with some accuracy and answer simple questions about money. They recognise and name simple 2 dimensional shapes and add together more than 2 numbers. They have less opportunity to investigate so these skills are less well developed. The achievement of pupils in Years 5 and 6 is good, as they have benefited more recently from better teaching. By Year 6, most pupils are skilled at using positive and negative numbers, both in addition and subtraction. They have a good understanding of place value, describe the properties of 2 dimensional shapes and interpret block and line graphs. Again, their investigation skills are less well developed. The higher attaining pupils in Year 6 are also achieving well, although in some younger classes, they are insufficiently challenged by the tasks they are set. Pupils with special educational needs are helped effectively by learning support assistants and therefore achieve well throughout the school.

58. Teaching and learning are satisfactory overall, good in Years 5 and 6, and particularly strong in Year 6. Teachers have good subject knowledge so they usually inspire confidence and interest from their pupils. Learning support assistants are used well, particularly to help pupils with special educational needs, but also to support other pupils and assist the teacher with assessment. In the better lessons, assessments are used to help plan activities and therefore pupils of all abilities are given tasks that make them think and help them learn. For example, in a Year 6 lesson when pupils were learning to count forward and back using positive and negative numbers, higher attaining

pupils were asked to count forward and back in tens, thus making them think more carefully. In these more interesting lessons, pupils' attitudes to their learning are positive, they concentrate and they want to learn. In some lessons that are not as good, the tasks are less interesting and some pupils become bored. Consequently, the pace of the lesson slows. This is particularly true when assessments have not been used carefully enough to ensure that all higher attaining pupils are being set work that is sufficiently difficult for them. Generally there are insufficient opportunities for pupils to work independently of the teacher.

59. New assessment procedures have been introduced and these are working well. Teachers mark their pupils work regularly and carefully, although there is some variation in how this is undertaken. Pupils' progress is carefully tracked to identify areas that need extra attention. This enables the school to have a good picture of how well the pupils are achieving. Where teachers are using this information to adjust the planning of their lessons and tasks set, it is having a good effect on teaching and learning, although this is not yet consistent enough. Self-assessments and targets for pupils are being used in some classes, but as yet pupils are generally insufficiently clear about how well they are doing and what they need to do to improve.

60. The subject is planned well and the National Numeracy Strategy is being used effectively and has begun to improve teaching. The subject is led and managed well and the leader has a clear and well-informed vision for the subject. She provides a good role model and monitors pupils and teachers effectively. As a result she has an accurate understanding of the strengths and weaknesses of the subject. Although recently appointed, the subject leader has improved standards and achievement. Since the last inspection the quality of provision has been maintained, although there have been some improvements to standards in Year 6.

Mathematics across the curriculum

61. The use and development of pupils' numeracy skills in other subjects are satisfactory, although there are insufficient opportunities to develop and extend pupils' skills, incorporated into the planning of several subjects. During the inspection, Year 6 pupils were learning to use spreadsheets in an information and communication technology lesson to find areas using calculations and formulae. In a Year 5 science lesson, pupils were learning to use block and line graphs to show the results of their experiments. In geography, pupils in Years 2 and 6 were using appropriate data handling skills to conduct traffic surveys.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 5 and 6 because they are generally taught well. Probing questions develop thinking in these classes
- Independent investigative skills are insufficiently developed
- Learning support assistants help pupils to learn effectively and visitors make a good impact upon their achievement
- There is insufficient challenge for higher attaining pupils in younger classes

Commentary

62. Teacher assessments for Year 2 in 2003 indicate that standards were below expectations. Results in 2003 national tests indicate that by the end of Year 6 standards are well above average.

63. Average standards were seen in the work and lessons in the younger classes and standards in Years 5 and 6 were above average.

64. Pupils' achievement is satisfactory and good in Years 5 and 6. The difference in achievement is explained by the lack of challenge for higher attaining pupils in younger classes and insufficient depth in the work covered in these classes. This was apparent in a Year 1 lesson where pupils

sorted paper by their feel and appearance to identify how they are different but were not encouraged to use scientific vocabulary when describing the properties of the materials. Year 2 work shows that pupils investigate how materials change through the use of their senses but do not extend their thinking by comparing what happened with what they thought would happen. In Years 5 and 6, teachers use probing questions to encourage pupils to hypothesise and theorise and this results in better achievement.

65. Teaching and learning are satisfactory in the younger classes and good in Years 5 and 6. Teachers make pupils aware of what they are intended to learn in each session and in lessons where teaching is good, make connections between this and previous learning. Topics are planned effectively to give a balanced mixture of oral, practical and written activities. Staff establish good relationships with their pupils so that pupils feel confident about offering their ideas in group work and scientific discussion. In some lessons, prolonged discussion sessions reduce interest and pace. Teachers have good subject knowledge and, in older classes, introduce appropriate scientific language, which the pupils readily adopt. Learning support assistants are used well to help children with special educational needs. Pupils learn well from first hand experiences in all classes. They work collaboratively in groups to carry out teacher-initiated investigations. Throughout the school there is insufficient development of investigations that have been designed by pupils and too little independence in deciding how results can be presented. Pupils' learning is enhanced by Science Week, School Grounds Week and the wide range of visitors and visiting teachers who share their expertise with the pupils and stimulate their interest.

66. The management and leadership of science are satisfactory and resources are well organised. Planning, pupils' work and classroom teaching have been monitored so that ways to improve can be identified and incorporated into the School Improvement Plan.

67. Standards seen are similar to the last inspection but there has been a dip in teaching and achievement shown by teacher assessments at the end of Year 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards have improved since the last inspection
- Good links are made with learning in other subjects
- Pupils are successfully introduced to technical vocabulary
- There are missed opportunities for extending and building upon pupils' existing knowledge
- The teaching conditions of the ICT suite restrict pupils' progress

Commentary

68. Pupils' standards at the end of Years 2 and 6 are in line with expectations. Standards across the full range of applications, including modelling and control, have improved since the last inspection because training has made teachers more confident and resources have been improved.

69. Achievement in ICT is satisfactory overall. Text and graphic skills are well developed in the younger classes so that pupils in Year 1 create stories through clip art and Year 2 pupils make Christmas cards using a paint program involving flood, fill and different styles of text. Editing and presentation skills are further improved in Year 4 and by the end of Year 6 pupils' skills have been enhanced so that they integrate digital photographs, text and sound in a Power Point presentation about their residential trip. They do not yet apply their skills of cutting and pasting information from the web when researching on the Internet. Satisfactory achievement in information handling skills is demonstrated through researching information to create a database in Year 3, interrogating the database through the "and" function in Year 5 and creating spreadsheets in Year 6. The School Improvement Plan target for ICT has guided the raising of achievement through more productive use of the ICT suite and improved links with other subjects.

70. In the lessons seen, teaching was satisfactory overall. A good feature of these lessons was the links made between ICT and learning in other subjects. For example, in a Year 6 lesson, learning was enhanced by the teacher's skill in drawing parallels between using coordinates in mathematics and identifying cells in a spreadsheet. In all lessons, teachers introduced and explained technical vocabulary well. Lessons are planned to build successively upon previously taught information but this does always not take account of the skills which pupils have acquired through using computers at home. Teachers often miss good opportunities for developing these skills by not extending learning beyond the work that has been planned. The computer suite has been successful in providing greater access to computers but the lack of ventilation and the current layout of equipment reduce the effectiveness of teaching.

71. Sound leadership and management have ensured that all aspects of the subject are taught and new ways of using the suite effectively are being explored. The support and involvement of the ICT governor has had a beneficial effect upon the development of the subject.

72. There have been good improvements in the breadth of the curriculum, teaching and resources since the last inspection.

Information and communication technology across the curriculum

73. The use of ICT in other subjects is satisfactory. Computers are increasingly used for drafting ideas and to research information from the Internet, for example in a Year 6 history session on Greek education. In Year 4 literacy, pupils used word processing to present their work and to reinforce their learning about paragraphs. There is evidence of all classes using word processing to enhance the presentation of their work. This includes science work on materials, historical newspaper articles and factual writing about the Great Fire of London. Sound use is made of mathematical skill reinforcement programs across the school. In design and technology, some ideas are produced through the use of a graphics package.

HUMANITIES

In Humanities, work was sampled in history and religious education, with one lesson being seen in each subject. It is, therefore, not possible to form an overall judgement about provision in these subjects.

Pupils' work in history suggests that by Year 2 pupils attain standards that are in line with those expected, indicating satisfactory achievement. They have learned about past times, such as the Fire of London, and famous people, including Samuel Pepys and Guy Fawkes. There is little evidence to show how well their understanding of chronology has developed, nor how well they are acquiring skills of research and the ability to make comparisons. By Year 6, pupils are attaining standards that are also in line with those expected and their achievements are satisfactory. However, pupils' work and the one lesson seen suggest that their skills of research are being developed far more effectively than in younger classes. In the lesson observed, pupils were using information and communication technology to find out about life in ancient Greece. They were also developing the ability to compare life then with modern times. Planning for the subject is satisfactory.

In religious education, there was very little recorded work for Years 1 and 2, but the work from older classes, and the one lesson seen show that by Year 6 pupils are attaining standards that are in line with those expected and this represents satisfactory achievement. In Years 5 and 6 pupils have studied Christian stories, such as Noah, and celebrations including Christmas. The one lesson seen was about Hindu faith and during the inspection, there was also an assembly about the Chinese New Year. The subject is planned well and shows that the school effectively uses the Locally Agreed Syllabus on what should be taught in religious education.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Good use of locational activities develops pupils' skills
- Good use of technical language helps pupils develop their understanding
- Some weaknesses in teaching limit pupils' achievement

Commentary

74. Two lessons were observed during the inspection and, together with pupils' work, it could be seen that by the end of Years 2 and 6 pupils are achieving satisfactorily and standards are in line with those expected. By Year 2 they are learning to use maps and have carried out a local traffic survey. By Year 6, pupils are developing a sound understanding of environmental issues and the interaction between human activity and the physical environment. Pupils' work shows that regular opportunities for pupils to use maps and globes are enabling them to have a secure understanding of location and distant places. In one of the lessons observed, the teacher made good use of the words erosion, transportation and deposition, with the result that pupils also understood and used the words accurately. However, although effective tasks to meet all pupils' needs had been planned, the teacher talked for too long with the consequence that pupils' attention wandered and when they started the task, the pace of work had slowed. In another lesson, persistent unsatisfactory behaviour from two pupils took an undue proportion of the teacher's time and attention. However, the majority of pupils were learning well and pupils with special educational needs were benefiting from the effective help of the learning support assistant.

75. The subject is planned well and assessment of pupils' work has been started. The subject is led and managed satisfactorily, and the subject leader's role is being developed. Standards have been maintained since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work was sampled in art, design and technology and music, but insufficient lessons were seen to form an overall judgement about provision in these subjects.

Insufficient lessons were seen in art to make judgements on teaching. In the two lessons seen, teachers showed good subject knowledge and planned lessons effectively. Where behaviour management was good pupils worked hard and with pride. However, where this was less consistent, pupils tended to call out and interrupt the teacher and elements of the teacher's explanation and demonstration were missed, which was evident in the resulting quality of some work. In a good Year 6 lesson seen, the good tutoring style of the teacher enabled pupils to use a variety of tools and techniques effectively to reproduce an aspect of a Van Gogh painting. In a Year 2 lesson, the teacher focussed well on pupils who had not achieved a good standard of work in the previous lesson to give more specific teaching and support with poor pencil technique and evaluation of their work. Lack of pace in one lesson resulted in limited time left to evaluate work and look at the work of professional artists. In another lesson, a productive discussion led by the teacher resulted in older pupils evaluating their work well and later showing good achievement in the lesson. Pupils with special educational needs learn well through careful questioning and encouragement from learning support assistants who also help class management well by encouraging pupils to listen and look.

Displays and samples of pupils' work show good links with art and other subjects like geography, history and science. Computer programmes are used to paint and draw snowmen in Year 2. A good range of materials are used to create pictures and the range of techniques taught is in evidence around the school. Sketchbooks have been introduced although they have had limited use in some classes. Year 6 pupils have produced a good range of drawing work.

Discussion with pupils gave evidence of them studying the work of other artists. Year 2 and 3 pupils have benefited from visits to an Art Gallery. Pupils have worked on landscapes, sketching, painting and pattern work and learnt techniques for drawing perspective and improving their drawings, but they have little experience of 3D work.

It was not possible to see any lessons in design and technology. Pupils' work shows that they are taught a range of skills which enable them to have an understanding of the processes involved in designing, making and evaluating. Pupils are learning techniques and skills through focused practical activities and applying them to "design and make" tasks. They experience a range of materials such as fabric, wood and card. Younger pupils design and make a coat for Joseph and older pupils make moving toys, which involve cams to change one movement to another. Skills of making sliders learned in Year 1 are applied in Year 4 when designing and making pop-up and slider books. ICT is used to support the designing and evaluating aspect of the process in older classes. The subject is well led, managed and resourced.

It was only possible to see one music lesson, in which standards were in line with those expected. Discussion with teachers and pupils and teachers' planning shows a good knowledge of the subject and a thorough approach. Most pupils enjoy music. They like playing instruments and moving to music. Pupils talked enthusiastically of imitating fireworks with music and knowledgeably about playing a range of instruments including some from other countries, for example, African drums. Pupils knew about some composers such as Beethoven and Liszt. Clubs for recorders enhance the music curriculum and specialist music teachers give lessons in keyboard and guitar.

Physical education

Provision in physical education is **good**.

Main strengths

- There are very good links with local colleges and high schools with specialist teachers contributing well to pupils' achievements and providing good opportunities for training for teachers
- A good range of physical education activities is provided
- All pupils are involved well and there is good enrichment from clubs and residential visits

Commentary

76. By the end of Year 6 pupils attain standards that are above those expected and they achieve well especially in swimming, an aspect in which most pupils attain or exceed the expected standard. This shows improvement since the last inspection for pupils in Years 5 and 6. Three lessons were observed during the inspection of which two were good and one satisfactory. Lessons are well planned to develop pupils' skills systematically. Pupils' work is assessed in lessons and used to inform the planning of the next lessons. Pupils who are talented in physical education are given greater challenge, as seen in a Year 5 lesson where two good gymnasts were expected to produce more advanced control and smoother flow in sequencing balances. Pupils with special educational needs, or those reluctant to participate in physical education, have lessons adapted or are helped by able learning support assistants who enable them to join in with their class. Pupils enjoy their lessons and also participate well in the good range of after school clubs for basketball, netball, football, karate and dance exercise and residential visits.

77. The subject is led well and the school has very good links with the local Sports College and Great Baddow High School. Specialist teachers provide lessons for pupils and training for teachers free of charge. The school is also used for demonstration lessons by the Local Education Authority, which results in the pupils receiving a high quality of specialist teaching and financial contributions, which enhance the resources and provision for physical education. The school is working well towards the nationally recognised Activemark Gold qualification. Resources for physical education are good and the pupils have access to the specialist facilities at the High School and College including use of the swimming pool.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only one lesson was seen in this subject and there was little past work completed by the pupils that could be used to evaluate the standards achieved. As a result, it was not possible to make an overall judgement. There is a clear policy with a comprehensive scheme of work that includes satisfactory arrangements for sex education and the attention to the misuse of alcohol and drugs. Teachers deliver personal, social and health education through other subjects and through specific lessons. For example, classes have 'Circle time' timetabled so that pupils can share their joys and concerns and feel secure. As part of their work on personal safety Year 3 participated in a road safety walk with the Community Road Safety Officer. Year 6 pupils follow a citizenship programme and visit Essex County Chambers for a debate. Older pupils take on responsibilities as play leaders and organise games for the younger pupils to play in the playground. A school council has been developed from class councils and is effective in enabling pupils to become more involved in decision-making.

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	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
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).