

INSPECTION REPORT

BIRCHWOOD GROVE PRIMARY SCHOOL

Burgess Hill

LEA area: West Sussex

Unique reference number: 125944

Headteacher: Mr C Hall

Reporting inspector: Nigel Bloodworth
4267

Dates of inspection: 6th - 9th June 2000

Inspection number: 186286

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Birchwood Grove Road Burgess Hill West Sussex
Postcode:	RH15 0DP
Telephone number:	01444 242209
Fax number:	01444 230042
Appropriate authority:	Governing Body
Name of chair of governors:	Mr A C Digweed
Date of previous inspection:	20 th November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Nigel Bloodworth	Registered inspector	Geography Physical Education Religious Education	What sort of school is it? How high are standards? How well is the school led and managed?
Frances Hurd	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Tony Dimmer	Team inspector	English Art Design and Technology Equal Opportunities	How good are the curricular and other opportunities offered to pupils?
Peggy Harris	Team inspector	History Special Educational Needs	
Alan Foster	Team inspector	Mathematics Information Technology	How well does the school care for its pupils?
Jacky Metiuk	Team inspector	Science Music Under fives	How well are pupils taught?

The inspection contractor was:

West Sussex County Council
County Hall
West Street
Chichester
West Sussex
PO19 1RF

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Birchwood Grove School is situated on the edge of Burgess Hill. It is an above average sized popular school with 338 boys and girls aged 4 to 11. A very small proportion (two per cent) of pupils come from homes where English is an additional language. The percentage of pupils known to be eligible for free school meals (1%) is well below the national average. The proportion of pupils identified as having special educational needs (5%) is below the national average. There are very few pupils with statements of special educational needs. Pupils' attainment on entry to the school is varied but it is above average overall.

HOW GOOD THE SCHOOL IS

Birchwood Grove is an effective school. Pupils achieve standards above the national expectations because the teaching is good, parents are very supportive and pupils' attitudes to learning are excellent. The curriculum provides good opportunities for all pupils and extra-curricular opportunities for the older pupils are very good. The school is well managed by the headteacher and senior staff and well supported by a good governing body. The school provides satisfactory value for money.

What the school does well

- For children up to seven years old standards in reading are very high and standards in writing and mathematics are well above the national average.
- Standards in English are high for children aged seven to eleven.
- The quality of teaching is good, enabling pupils to learn effectively.
- Pupils behave very well and have very good attitudes to their work.
- Relationships in the school are excellent.
- Parents make a very good contribution to their children's learning.

What could be improved

- The standards achieved in information technology and in investigations in science.
- The procedures for assessing pupils' attainment and progress in order to use this information to guide curricular planning.
- The monitoring and evaluation of the school's performance and using this information to raise standards.
- The use of homework for older pupils in order to raise standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1995. The school received a good report and has made satisfactory progress since then. In relation to the five Key Issues identified in that inspection the school has made very good progress in improving the continuity between infant and lower junior classes, and in completing curriculum documentation. It has made satisfactory progress in enabling co-ordinators to carry out monitoring and evaluation and in providing more opportunities for pupils to develop their creativity. Progress in the development of information technology has been unsatisfactory. Following the inspection, standards in the core subjects of English, mathematics and science improved.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	B	well above average A above average B average C below average D well below average E
Mathematics	A	B	C	D	
Science	A	A	B	D	

The school results indicate that standards in English have been maintained while there has been a decline in standards in mathematics and science. Inspection evidence confirms the standards in English and science. In mathematics the standards observed in lessons are higher than those achieved in the 1999 national curriculum tests. National curriculum test results for 2000 show a significant improvement in all three subjects. This is particularly notable in mathematics where the percentage of pupils achieving levels 4 or above rose from 71% to 89%. At the end of Year 2 standards are very high in reading and well above the national average in writing and mathematics. Across the rest of the curriculum standards are above the national expectation except in information technology where standards are in line with expectations for seven-year-olds and below expectations for eleven-year-olds. In 1999 the school met their targets in English and science but not mathematics and in 2000 the school exceeded their targets in all three subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are excellent. They are well motivated, enthusiastic and are keen to learn.
Behaviour, in and out of classrooms	Pupils' behaviour is very good and they conform to the high expectations set by the school.
Personal development and relationships	Pupils' personal development is very good and they have very good relationships with teachers and others.
Attendance	Attendance rates are well above the national average.

Pupils' attitudes, behaviour and personal development are a strength of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	N/A	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching overall is good. 95% of the lessons observed were satisfactory or better, 70% of

lessons were at least good and 27% were very good or better. 5% of lessons were unsatisfactory. The teaching of English is good across the school. In mathematics teaching is good in Key Stage 1 and satisfactory in Key Stage 2.

Good lessons are lively and well paced. Teachers match work well to pupils' abilities and have high expectations of pupils. Pupils are highly motivated and enjoy their learning. In the small number of unsatisfactory lessons teachers lacked confidence in their subject knowledge which resulted in the poor use of time. Pupils' attitudes to learning are excellent.

Literacy and numeracy are taught well. Teachers are secure in their knowledge and pupils make appropriate progress. The use of information technology across the curriculum is unsatisfactory. There are examples of good use of investigations and practical work in mathematics, geography and history. Relationships across the school are very good and teachers manage their classes well, using praise effectively and giving clear, firm guidelines and expectations. Teachers know the pupils well and have a good understanding of their ability. Teaching in withdrawal sessions for pupils with special educational needs is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum that is extended by the addition of French, a good personal and social education programme and a good range of extra activities for older pupils. Homework is not used well enough with the older pupils to raise standards.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good, enabling these pupils to make good progress in overcoming learning difficulties.
Provision for pupils with English as an additional language	Provision for the small number of pupils with English as an additional language is very good.
Provision for pupils' personal (including spiritual, moral, social and cultural) development	Overall provision for pupils' personal development is good. Provision for pupils' spiritual development is satisfactory and for their moral, social and cultural development it is good.
How well the school cares for its pupils	The school cares for its pupils well. Procedures for child protection and for ensuring pupils' welfare are very good and the school ensures very good behaviour and attendance. Assessment in English and mathematics is secure but across the rest of the curriculum it is weak and the information from assessments is not used effectively in planning.

The school works well in partnership with parents. Parents are encouraged to support the school in a variety of ways and the impact of this help is excellent. Information technology does not fully meet the statutory requirements at Key Stage 2 because of the lack of opportunities for pupils to use information technology for controlling and modelling.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher works well with senior teachers and a good governing body in the effective management of the school. Since the last inspection the role of the co-ordinators has developed well. The headteacher monitors teaching but this does not currently extend this responsibility to others.
How well the governors fulfil their responsibilities	The governors are committed to the school and fulfil their statutory responsibilities. They are beginning to play a more active part in the monitoring and development of the school.
The school's evaluation of its performance	The school's monitoring of test results identifies strengths and enables the school to develop strategies to improve performance. There is still work to be done to ensure that regular classroom observation is taking place across the school and that schemes of work are sufficiently challenging for pupils of all abilities in each key stage.
The strategic use of resources	The financial management of the school is good and good use is made of all resources.

There is a good match of staff to the demands of the curriculum. Accommodation and learning resources are satisfactory. School resources including the school grounds are well used. Overall the management of the school is good but more needs to be done in the monitoring and evaluation of the school's performance.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel encouraged to play an active part in the life of the school. • They feel that the school expects their children to work hard and to achieve their best. • They believe that their children make good progress. • They say there is good teaching. • Their children enjoy school. 	<ul style="list-style-type: none"> • Some parents would like to see homework given more systematically to older pupils. • Parents would like to be kept better informed about the progress their children are making. • Some parents feel that that the opportunities for extra-curricular activities are not sufficient.

Overall, the inspection endorses the positive view held of the school by parents. However, the inspection found that homework was not being used effectively by the school to raise standards and supports the view of parents that this needs to be addressed. Parents who can attend the school informally at the beginning and end of the day get good information about their children but for others the opportunities are inadequate. The range of extra-curricular activities for older pupils is very good and the opportunities for younger children are in line with what is normally seen in schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the school according to the baseline assessment information is above average. At the time of the inspection all pupils were working to the National Curriculum programmes of study.
2. The results of the national tests for seven-year-olds in 1999 were very high in reading, and in writing and mathematics were well above the national average. The number of pupils achieving the higher level 3 grades was well above the national average in English and mathematics and very high in science. Compared with similar schools, results in all these subjects were well above the national average. Results in English were well above the national average in 1997 and rose to being very high in 1998. Writing improved from above average to well above average in 1998. Mathematics has been a little inconsistent, rising to very high in 1998 before slipping back a little in 1999.
3. The results of the national tests for eleven-year-olds in 1999 were well above national averages in English, broadly in line with national averages for mathematics and above the national average in science. When compared with similar schools, results were above the average in English and below the average in mathematics and science. Results in English have been consistently well above the national average since the last inspection but results in mathematics and science have dropped from well above the national average in 1997 in both subjects to the current situation. Overall, while the results in English have been maintained at a high standard, the results in mathematics and science have declined in 1999. Test results for 2000 show an improvement in each of the subjects. In English the percentage of pupils achieving Level 4 or above rose from 88% to 91%, in mathematics it rose from 71% to 89% and in science it rose from 90% to 96%.
4. At the time of the last inspection it was reported that by the end of Key Stage 1 standards were above national expectations. Standards have risen since the last inspection. At the end of Key Stage 2 it was reported that standards exceeded the national expectations. Compared with these results standards in English have improved and have been maintained in science and mathematics.
5. The school set challenging targets in agreement with the LEA for this year's national tests in English and mathematics. The school exceeded these targets which also showed an improvement on the results for 1999. The targets set for 1999 were achieved in English but not in mathematics.
6. The evidence of the inspection is that proficiency in speaking and listening is very high at both key stages. In reception classes, small group work provides the opportunity for children to discuss and explain their thinking and whole class sessions encourage them to talk to a larger group. Work in circle time promotes the discussion of sensitive topics and develops listening skills well, particularly in partner work when the listener has to feed back to the whole group.
7. Standards of reading are good by the end of both key stages. The teaching at Key Stages 1 and 2 includes all of the elements of National Literacy Strategy effectively. In the reception classes, children have a strong interest in books and some develop very good levels of initial reading. By the end of Key Stage 1, pupils use alphabetic knowledge well in finding information in non-fiction books and dictionaries. Higher and average-attaining pupils are able to use the content pages of reference books and can find information to supplement their knowledge from lessons. Average-attainers read fluently and with expression at appropriate levels but sometimes lack the skills to

infer meaning and predict the direction of the narrative. Pupils with special educational needs are identified early and well supported on well-structured literacy programmes. They make good progress. At Key Stage 2 most pupils show positive attitudes towards reading, achieving good standards. They read aloud with expression. The impact of the National Literacy Strategy is evident in the high levels of ability to use appropriate vocabulary to discuss characters, plot and use inference to understand the author's intention, although pupils are less clear about how they can apply this knowledge in their own writing.

8. Standards in writing are very good at both key stages for higher attaining pupils but in line with expectations for average and lower attainers. Children in reception classes learn to form letters and begin to write simple sentences. In Key Stage 1, good opportunities to write are provided across a range of purposes including fact, fiction and poetry. Most children enjoy writing and talk about their work enthusiastically. They develop a joined handwriting style in Year 2 and present their work well. In Key Stage 2, pupils write well for a range of purposes and habits of using dictionaries and thesaurus are well developed. Work with leaflets, fliers and posters is included as well as writing at length and sustaining a narrative. There is much re-drafting across a range of subjects but this is insufficiently focused and often results in only superficial improvements to work. Pupils need to develop more rigorous skills of evaluating writing so that they can improve features such as style, sentence structure and mood as well as spelling and punctuation. Literacy skills are well developed across the curriculum. There are good examples in drafting files and finished work of research in science and writing biographies and reports in history.
9. Evidence from the inspection in mathematics shows that pupils are working above the expected levels set by the National Curriculum. A review of past and present work, internal test results and discussions with pupils show attainment is well above the average at the end of Key Stage 1. At the end of Key Stage 2 standards are above the national expectation and are higher than the results achieved in the 1999 national tests. Since the last inspection standards overall have been maintained above the national expectation although this was not reflected in the 1999 test results. Since the 1999 tests standards have improved with the appointment of a new mathematics co-ordinator, and the successful implementation of the numeracy strategy. The results for the national curriculum tests for 2000 have shown a marked improvement.
10. By the end of Year 2, attainment in number, shape, space and measures is above the national expectation. Pupils add single and two digit numbers together correctly and add up mentally in 10s. The higher attaining pupils have a rudimentary knowledge of simple multiplication facts, and symmetry. Pupils' ability to use and apply mathematics is good. They tally, record and interpret data using simple diagrams. By the end of Year 6, the attainment of pupils in using and applying mathematics and in number is above the national expectation. Attainment is particularly high in mental number where pupils recall number facts quickly and use efficient mental methods for calculations. Pupils' attainments in shape, space and measures and handling data meet the national expectation. They are very competent when exploring and describing number patterns and rules. Construction skills for graphs are good, but the skills of interpretation are less well developed. The use and application of mathematics in junior classes are good.
11. Throughout the school standards in numeracy are good. Pupils recall number facts well and use them to calculate efficiently, using the mental strategies that they have learned. Pupils measure in variety units accurately and apply these skills across the curriculum. For example, in design and technology they use measures to draw, design and make products. In science and geography they present findings using graphs in both key stages and calculate averages effectively in Key Stage 2. In art pupils use their knowledge of symmetry to develop creative patterns and mosaics.

12. The attainment of pupils in Key Stage 2 in science is in line with national expectations in areas of knowledge: Life Processes and Living Things, Materials and Their Properties and Physical Processes. Attainment in experimental and investigative science is below these expectations. Progress is inconsistent, particularly for higher-attaining pupils. This reflects the unsatisfactory organisation of the curriculum across the key stage. Science is taught in specific weeks with insufficient time allocated to deliver the curriculum effectively and maintain pupils' progress in their scientific skills and thinking. At the end of Key Stage 1 results of statutory teacher assessments are above the national average and the number of pupils achieving level 3 in science is very high in comparison with the national average. Current attainment of pupils in Key Stage 1 is good in the areas of knowledge. Pupils at the end of the key stage are able to relate the use of their senses to those used by animals. They understand the way in which different animals have developed particular senses to find food and for protection. Attainment in experimental and investigative science is unsatisfactory.
13. At the end of Key Stage 1 pupils achieve in line with the national expectation in most aspects of information technology. At the end of Key Stage 2, pupils achieve below the national expectation and their progress and their level of confidence and competence are unsatisfactory. Pupils' knowledge, skills and application of information technology across the curriculum are satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. Standards in religious education are above the level expected by the local Agreed Syllabus across both key stages. In the other foundation subjects of the curriculum progress and standards are good. The school has maintained these good standards in addition to concentrating on literacy and numeracy. Standards of attainment in the reception year are satisfactory. The majority of these pupils meet the expectation of the Desirable Learning Outcomes and at the time of the inspection pupils were working to the national curriculum programmes of study.
14. Pupils with special educational needs make good progress towards the targets set in their individual educational plans. They improve their fluency in reading, use initial letter sounds and context clues to predict words and apply phonic skills to sound out unknown words. They make good progress in sequencing activities such as the days of the week, months of the year and times tables. They read fluently and with expression when reading aloud to teaching assistants. They contribute confidently during the plenary sessions of the Literacy Hour. Younger pupils make good progress in the development of phonological skills. The small numbers of pupils with English as a second language make very good progress during the time they are at the school. They quickly develop confidence in spoken and written English and they make very good progress in accuracy and comprehension in reading. Higher-attaining pupils achieve good results in the national curriculum tests. The school makes use of the county enrichment programme to support these pupils.

Pupils' attitudes, values and personal development

15. Pupils' attitudes and behaviour are excellent. They were a major strength of the school at the time of the last report, and this is still the case. Poor behaviour is almost unknown. The courtesy and friendliness pupils display towards visitors demonstrates that the school has achieved very high standards in this area. During the inspection several large groups of children were taken out of school on educational visits, and on each occasion their behaviour attracted admiring comments from members of the public. There have been no exclusions over the last year.
16. The children clearly love being at school and show enjoyment of all aspects of school life. They are proud of their school and work hard with great concentration. Relationships are trusting and

courteous. Pupils work co-operatively together, and take pleasure in each other's achievements. Attendance is well above the national average, and pupils arrive punctually at school. Unauthorised absence is well below the national average. Children respond well when given opportunities to take responsibility, for instance when taking visitors round the school, and would without doubt accept greater opportunities if they were given them. The contribution that the children's behaviour makes to their learning is very considerable.

17. The behaviour of pupils with special educational needs is very good in withdrawal lessons. They are motivated, listen well to the teacher and teaching assistants and to each other. They try hard to apply strategies to develop reading, writing and spelling skills. Pupils with emotional and behavioural difficulties respond very well to the special educational needs co-ordinator and are involved in setting targets for improved behaviour in lessons. Pupils throughout the school have a very positive attitude towards pupils with special educational needs and those with English as an additional language.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall, with 70% of lessons judged as good or better and 27% very good or excellent. 95% of lessons were judged to be satisfactory or better and 5% were unsatisfactory. Good lessons are lively and well paced, teachers match work well to pupils' abilities and have high expectations of pupils. As a result pupils are highly motivated and enjoy their learning. In the small number of unsatisfactory lessons teachers have insecure subject knowledge and confidence resulting in the poor use of time. Pupils then make unsatisfactory progress. In reception classes the quality of teaching is satisfactory. Pupils are readily engaged in a good range of structured play activities that are well balanced with more formal teaching sessions. The school has maintained the good standards of teaching reported at the last inspection.
19. Literacy and numeracy are taught well. Teachers are secure in their knowledge and pupils make appropriate progress. The use of information technology across the curriculum is unsatisfactory. There are examples of pupils using information technology effectively in literacy and science. For example, spreadsheets are used in science to record temperature and in literacy pupils are asked to consider the suitability of different fonts and points for use in advertising posters. However, the use of IT is not planned in a structured way.
20. Teachers plan lessons carefully and work together to ensure similar experiences for pupils across year groups. The majority of lessons are well structured with good use of whole class, group, paired and individual work. Most lessons have a clear purpose, which is expressed clearly and shared with the pupils to provide teachers and pupils with an effective measure to assess progress. However, the quality of learning objectives varies between classes and in these cases the quality of learning is not as high. Some teachers concentrate on what pupils will do rather than what they will learn. Other objectives are too broad to provide sufficient support in assessment and evaluation.
21. Teachers are still developing the use of a plenary session at the end of lessons to summarise the learning that has taken place and to enable pupils to evaluate or reinforce new ideas and knowledge. Except in English and mathematics some plenary times are rushed or are used to tell only what pupils have done rather than what they have learned or improved upon.
22. There are examples of good use of investigations and practical work in mathematics, geography and history. Pupils have the opportunity to use real money in role-play areas and in making change for a fairground activity. Older pupils explore patterns of fractions during the introduction

of proportion and ratio. Visits in the local community and in the school grounds give pupils good opportunities to draw on real experiences to enhance their understanding and knowledge. In history pupils use census information, the school log book and photographs to identify changes over time. In literacy pupils use their recently introduced science vocabulary to draft and collaborate on the writing of Haiku and Renga poems. Exploration and investigation are less well used in other areas of the curriculum. In science and design and technology activities are often too strongly led by the teacher with little opportunity for pupils to make their own hypotheses, designs, predictions and resource selection. Similarly, pupils are not given sufficient opportunities to develop a range of recording skills. Younger pupils do not readily attempt to spell unfamiliar words without asking the teacher and older pupils do not develop a range of strategies to record their findings and ideas. Worksheets are often provided unnecessarily. Pupils' ability to develop the skills needed to be independent learners is limited when open-ended activities are not provided.

23. The majority of teachers use questions effectively to assess pupils' prior knowledge and give opportunities for them to apply it in new situations. Questions are often adjusted to meet the ability of individual pupils and ensure a sense of achievement and challenge. This improves the pace of pupils' learning in oral sessions. The good informal assessments made by the teachers do not always lead to activities that extend and recognise pupils' abilities. Some teachers have insufficient strategies to match class tasks to pupils' differing needs and others provide a good range of activities that enable all pupils to improve their skills and knowledge. Teaching assistants, parent helpers and governors make a positive impact on pupils' learning in both group and individual work. They are well briefed by teachers and know the pupils' needs. There are good examples of teaching assistants taking an active role in whole class sessions but overall their impact in whole class work is unsatisfactory.
24. Relationships across the school are very good and teachers manage their classes well, using praise effectively and giving clear, firm guidelines and expectations. There are seldom examples of poor pupil behaviour and where these occur they are linked to inappropriate activities and slow pace of teaching.
25. Pupils make good progress in the majority of lessons. They are well motivated by the activities provided and bring a natural enthusiasm to their learning. They make the most of each other's ideas and are willing to share expertise and knowledge. There are good opportunities planned for co-operation between small groups and pairs of pupils. Pupils respond well in these situations, they listen carefully to instructions and demonstrate a high level of concentration. For example, in music groups in Years 5 and 6 pupils create a rhythm pattern of body sounds that they demonstrate and then sustain against an accompanying beat. In reception classes pupils sustain their involvement in activities very well and make their own choice of activity appropriately. Pupils work hard in lessons, they show commitment to their learning and try hard to meet teacher expectations.
26. Teachers know the pupils well and have a good understanding of their ability. They make good informal day to day assessments of pupils' achievements but there is no systematic method for this to be incorporated in planning. As a result activities are not always sufficiently different to ensure appropriate progress is made by all pupils. For example, in science at Key Stage 2 the same activity is planned for both year groups in the class. Although different expectations are sometimes outlined in planning they are often not employed. There are too few opportunities for pupils to evaluate their own learning and become involved in deciding what they should be working towards. The school's development of concept maps and self-evaluation sheets are good examples of how this may be achieved. These have great potential but vary in quality; many self-evaluations are not clearly focussed on the subject under review. Teachers mark work regularly

and there are many good examples of informative comments that lead pupils to improve their work.

27. Teaching in withdrawal sessions is very good. There are extremely positive relationships between teachers and pupils and all pupils concentrate well and apply themselves to the literacy tasks. There is a good focus on multi-sensory methods and pupils with special educational needs are able to use a range of reading strategies when they encounter unknown words. Individual education plans include specific targets and there is very good linking with the national strategies for literacy and numeracy. In the classroom individual education plans are not used as working documents and evaluation of progress towards the targets is not systematically carried out with pupils. The special educational needs co-ordinator plans very well with class teachers to adapt the group and independent tasks in the literacy lessons. Advice from outside agencies is very well incorporated into the individual education plans.
28. Parents at the pre-inspection meeting and those returning the questionnaire expressed concern about the consistency and amount of homework given to pupils. The inspection finds that in Key Stage 1 homework is appropriate and consistent. However, in Key Stage 2 homework is inconsistent and not used effectively to raise standards. Pupils have reading tasks and practice in spellings and multiplication tables regularly but otherwise homework is usually limited to finishing off work from lessons with insufficient emphasis on using homework as a means of raising standards.

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

29. The school provides a broad, balanced and relevant curriculum for all its pupils. It meets the statutory requirements of all subjects in the National Curriculum and of religious education with the exception of information technology where there are gaps in provision. The provision of French in Year 6 and a comprehensive programme of personal and health education enhance the curriculum.
30. Planning provides sufficient detail for coverage to be monitored but there is little about time allocation or the role of assessment. Satisfactory improvement has been made in the development of schemes of work since the previous inspection report. However, the development of information technology was a key issue and improvement in this area has been unsatisfactory.
31. The planned allocations of time to subjects are satisfactory but these are not always followed in practice. For example, more time is used for art in Years 3 and 4 than that identified in the school curriculum plan. Teaching time in Key Stage 2 is half an hour a week below the recommended minimum. The school has successfully implemented the National Literacy and Numeracy Strategies and this has had a positive impact on teachers' confidence and pupils' learning. Provision for teaching basic skills is good.
32. All pupils have equality of access to the curriculum. Those with special educational needs or English as an additional language are well supported in class and have access to the full range of the curriculum. The school ensures that the curriculum is very well adapted for pupils with special educational needs. Curriculum planning takes into account the individual needs of pupils and in most lessons the work is well adapted. The provision set out in statements of special educational need is effectively implemented across the curriculum. Since the last inspection there has been a reduction of withdrawal sessions and this has resulted in greater understanding of needs and the good use of a variety of strategies by class teachers.

33. Opportunities for pupils to develop their creativity through a wide range of open-ended and challenging tasks are limited in some subjects, such as science and design technology. This was a key issue in the previous report and improvement has been unsatisfactory. The provision of extra-curricular activities at Key Stage 2 is very good with a breadth that caters for a wide range of interests. Sport and music are strongly featured and there is a thriving art club. Gardening is also offered. Music is strong at Key Stage 1 but overall the range of activities offered to younger pupils is limited and in line with the amount seen in schools for children of this age.
34. The school has good links with the local community and visits to the church and the locality were observed during the inspection. A wide range of visits is used to enhance the curriculum and visitors to school broaden learning opportunities for pupils. Visits to historical sites, such as the Roman villa at Bignor, are well used to develop first hand experience and a visit to Shoreham Airport gave good insights to the world of work. A trip to France is available to older pupils and provides the chance to use the language learned in the French lessons.
35. Links with feeder playgroups and nursery schools are informal at present. There is a good programme of induction for new entrants with a series of well-planned visits. There is a special school on an adjacent site but curriculum links are limited. The majority of pupils move on to one of three local secondary schools and transition arrangements are good. Preliminary visits are planned and there are occasional opportunities for pupils to have contact with the schools in other ways.
36. The personal and social development programme includes provision for pupils to learn about health issues, sex education and the dangers of drug misuse, in addition to providing a good range of opportunities for personal development. Pupils are taught to discuss personal issues with sensitivity and learn to work well with others in groups of mixed gender.
37. The provision for pupils' spiritual, moral, social and cultural development is good. This is embedded well in the ethos of the school. The provision for spiritual development is satisfactory. It is developed well in assemblies where there are opportunities to consider issues and to reflect upon them. Good examples in lessons included pupils reading poetry in Years 5 and 6 which contain powerful metaphors. These display an air of wonder about the world in which we live. Good provision was also evident in religious education where pupils are given opportunities to consider spiritual issues and to respond to them. Opportunities to develop this further across the curriculum are missed. This is because it is not specifically identified in planning, for example, in science or art.
38. The school makes good provision for moral and social development through the personal and social development programme and the way in which individuals are valued in the life of the school. Pupils are expected to work and to play together well and to respect each other and other members of the school community. The school is consistent about the standards of behaviour expected and this is reinforced during the daily life of the school. There is a positive ethos in which every one is valued. The pupils are taught the difference between right and wrong. Individual achievements both in school and outside are rewarded in assemblies. Opportunities to take responsibility are available on a day to day basis. There are pupils who help in the library and older pupils support younger ones but there is scope to develop this further in a more systematic way, particularly for older pupils.
39. Pupils learn much about their own culture from their studies of subjects such as history, art and music at school and from the rich programme of visits that the school provides. The provision for cultural development is good. Religious and secular festivals are celebrated through assemblies and there is a focus on art work and music from non-western cultures. Patterns from Africa and

music from Mexico are examples from recent studies. Through their religious education, pupils learn about Britain as a multi-cultural society but this aspect of their education is not fully developed through the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. There were good procedures for ensuring the welfare of pupils at the time of the last inspection. The report commented on the consistent use of discipline by staff and noted that various policies relating to welfare were being drawn up. These good procedures are still in place and the policies have been implemented.
41. The school has very good procedures for monitoring attendance, promoting good behaviour and ensuring child protection. Its concern for pupils' well-being is central to its ethos, and given expression in a series of policies on aspects of welfare, health and safety. All staff and parent helpers are given clear guidelines on behaviour management, child protection, and health and safety issues. These guidelines are consistently followed: children are dealt with calmly and fairly, and know themselves to be valued and respected as individuals. Unexplained absences are quickly followed up by the school office, and the school works closely with the educational welfare service. Registrations are carried out quickly and efficiently, and sometimes used as an opportunity to test numeracy or literacy skills. New staff are given written guidance on how to carry out registration correctly. They are also given full information on the various rewards and sanctions which the school employs, but perhaps the best guides to good behaviour the school offers are the staff themselves, who make every effort to provide good role models for the children. Relationships are based on trust and respect, and make a very real contribution to the climate for learning in the school. Procedures for ensuring that the working environment is safe are satisfactory, although patchily documented. There is a formal risk assessment of the premises every year, and all staff are encouraged to raise any health and safety concerns. The site is well maintained and security measures have recently been improved by the use of magnetic keys to unlock classrooms outside the main block.
42. The school does not have a formal assessment policy. It does, however, comply fully with statutory assessment and reporting requirements at the end of Years 2 and 6. The school has only a very limited experience of standardisation procedures to ensure the accuracy of teachers' assessments. In the early years the assessment of pupils' achievements and of their ongoing progress is sound. Assessment opportunities are incorporated into planning, and are then used to inform future teaching and learning strategies. Effective assessment arrangements and practices are also evident within the school's support for pupils with special educational needs. Individual education plans contain good diagnostic assessment information of pupils with special educational needs.
43. Assessment practices are inconsistent both within and between key stages. In Key Stages 1 and 2, the absence of an up-to-date whole school policy is the root cause of unsatisfactory assessment and monitoring of pupils' progress and leads to a lack of consistent practice. Most teachers have sufficient evidence from pupils' work and their own records to make reasonable judgements about their pupils' attainment and progress, and information is transferred between classes in a variety of formats. However, there is a lack of consistency to record keeping in the school and teachers do not use assessment data effectively to inform their future planning. Senior managers and subject co-ordinators do not analyse data in sufficient depth to identify strengths and weaknesses in the curriculum or in standards of achievement. Consequently the tracking of pupils' progress through the school and the use of data to set individual pupil targets is unsatisfactory in most subjects and particularly in English, mathematics and science. The school recognises this weakness and has included the need to develop an assessment policy within its strategic plans.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. At the time of the last report the school had excellent links with parents who were very involved in their children's learning: some helped regularly in class. This high standard has been maintained. At present parents and grandparents provide an outstandingly good level of regular support to the school, both in money and time. Most classes have four or five parents regularly helping every week: in addition, they turn up in large numbers to help with swimming lessons, educational visits, maintaining the grounds and other activities round the school. The well-organised parent-teacher association, which sends out regular newsletters on its activities, raised £8,500 last year for school funds and hopes to better its total this year. This is a major contribution to the school's budget. Parents make good use of the reading record books and support their children well with such homework as is provided.
45. Regular communication with parents is good and the school produces regular newsletters, which are appreciated by parents. In the responses to the parents' questionnaire, 20% of parents felt inadequately informed about their children's educational progress and about the work that they were doing. The inspection team found this feeling to be justified. Reports are not sufficiently clear about what children know, understand and can do, and parents have inadequate opportunities for formal consultation with teachers. The open evening in the autumn term specifically excludes any private discussion of pupils, and there is no guaranteed opportunity for parents of children in Years 2 and 6 to discuss their National Curriculum test results in the summer term. Although the school prides itself rightly on its approachability, an informal setting is not always appropriate for parents to discuss progress. 18% of parents also felt dissatisfied with homework, and here again the inspection team supported their views. The school is not using homework as a means of raising standards, particularly for the older children. It is given irregularly and too often consists of finishing off work from class. Some parents felt that there were insufficient extra-curricular opportunities for their children. The inspection evidence was that there was a small amount for younger children and extensive opportunities for older children.
46. Communication with parents of pupils with special educational needs is good and parental views are taken into consideration during the review of the individual education plan. Every effort is made to ensure that parents are consulted about the needs of pupils with emotional and behavioural difficulties. Parents share the behaviour logs and are included in the monitoring and implementation of the strategies agreed. Parents attend and contribute well to the annual reviews and there is a good level of satisfaction with the way that the school implements the provision set out in the statements of special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides good management of the school. There is a very good ethos that enables all pupils to be happy and to achieve high standards. The focus is on promoting high standards, improving the quality of teaching and learning and maintaining high standards of behaviour. The headteacher, governing body and senior management team provide clear leadership and positive support and professional challenge to staff. Staff with key management roles, including members of the senior management team, also work effectively to achieve the school's priorities. This creates a common sense of purpose and gives good direction to the work of the school. The school has responded to the key issues from the previous inspection dealing fully with three of the issues and partly dealing with the other two. There has been inadequate

improvement in information technology and in some areas creative work is still unsatisfactory. The school's aims and values are explicit and appropriate and are evident in all its work. The headteacher makes good use of the annual formal contacts with teachers to review progress towards targets for performance, to monitor progress in improving the quality of teaching and to provide support for development but monitoring overall is at an early stage of development.

48. The governing body carries out its statutory responsibilities effectively. The Chair of Governors knows the school well and acts effectively as a critical friend. There is an appropriate and efficiently organised range of governors' committees. Governors have a good understanding of the school's strengths and weaknesses and they support the school in remedying weaknesses. They are well briefed about the process of target setting. They are also well informed and involved in the life of the school through a range of formal and informal contacts. Members of the governing body regularly attend school functions and provide support in a variety of valuable ways. The Chair of Governors plays an active part in the setting of annual targets for the headteacher.
49. The school implements the Code of Practice for children with special educational needs very well. The whole school policy has been carefully developed with the help of governors. It includes a clear set of success criteria to evaluate practice. Funding is clearly identified and detailed guidance is provided to parents about the procedures to follow should they have any concerns about provision for their child. Additional funding for pupils with special educational needs is efficiently allocated to ensure that pupils receive support in the classroom and in withdrawal sessions. Within this there is insufficient consideration given to the length of time and frequency of one-to-one support for children with statements of special educational needs. The special educational needs co-ordinator provides very effective leadership. She trains the teaching assistants well and helps class teachers to adapt the curriculum to meet individual needs.
50. The headteacher has monitored the quality of teaching and it is planned to extend this to monitoring by subject co-ordinators. This identified strengths and weaknesses in teaching across the school but needs to impact further on the quality of teaching. The clear focus on the quality of planning through the provision of schemes of work and lesson plans is a key feature of improvement since the last inspection and further support work on sharper lesson objectives would help to improve this further. Overall there is a strong commitment at every level to improving pupils' standards of achievement through improving teaching. There is still work to be done to ensure that regular classroom observation is taking place across the school and that schemes of work are sufficiently in-depth and challenging for pupils of all abilities.
51. The school's monitoring of test results identifies strengths and weaknesses and enables the school to develop strategies to improve performance. The headteacher and senior management team analyse the results and along with the governors set targets that are agreed with the LEA before being published.
52. The school has improved the quality of its forward planning. The three-year school improvement and maintenance plan is well-structured and identifies appropriate priorities. The school improvement plan for the current year has clear tasks with time scales and identified the resources needed to implement the plan. It is supported by detailed action plans related to each priority. The weakness in the planning is the mixture of types of priorities and maintenance issues that obscure the main priorities and lack of clearly based success criteria that are focussed on raising pupils' achievement.
53. There are sufficient experienced and well-qualified teachers to cover the full range of subjects of

the National Curriculum and religious education. All teachers are responsible for an area of the curriculum and are responsible for the monitoring, evaluation and development of their subject. There is an adequate number of learning support assistants who effectively support pupils. Administrative and other clerical staff are well-qualified and in most cases contribute positively to the work of the school. The school is very well supported by a large number of parents and others.

54. Induction procedures for student teachers, newly qualified teachers and other staff are comprehensive and well-managed. Although statutory requirements are not met for teacher appraisal, all staff receive an annual interview with the headteacher and targets from this meeting are followed up during an informal meeting half way through the year. This process places the school in a strong position to implement performance management.
55. The school buildings and grounds provide a welcoming and interesting environment for the pupils and are very well cared for. Some of the classrooms for the large junior classes are small but the classes have access to good communal working areas. Display is good and celebrates pupils' successes effectively. There are substantial school grounds with a good size playground, a school pond and extensive playing fields that can support learning in many areas of the curriculum. The early years area is surrounded by a paved area but is limited by the fact that it is not fully fenced in and cannot be used without constant supervision.
56. The school manages its finances well. Routine financial matters are efficiently and promptly dealt with and secure and effective systems are in place. The most recent financial audit did not identify any areas that needed rectifying. Strategic financial planning is very good. Spending is targeted very well to support the priorities identified in the school improvement plan. For example, additional funding is currently allocated to mathematics and next year funding has been identified to support information technology, as it becomes a priority.
57. The governors, headteacher and staff ensure that the principles of "best value" are applied within the school. They are aware of standards and costs compared with other schools. The use of all funding is considered carefully before allocation. They challenge themselves in the curriculum planning to extend learning in school and by provision of a good range of extra-curricular activities.
58. Pupils' attainment on entry to the school is above the national average. During their time in the school they achieve well in most subjects and, by the time they leave, attainment is above the national averages. The quality of teaching is good and expenditure per pupil is close to the national average. This is an effective school that gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to build on the existing strengths of the school and to improve the quality of pupils' learning and the standards they achieve, the governors, headteacher and staff should:
 - (1) Raise the standards in information technology and science investigations by:
 - improving the planning to ensure appropriate coverage and the achievements of higher standards;
 - improving the teachers' subject knowledge;
 - develop effective assessment and monitoring systems.(Paragraphs 12, 13, 84, 85, 87, 90, 95, 97, 120, 123, 124.)
 - (2) Ensure that the procedures for assessing pupils' attainment and progress are used effectively in planning work for pupils.

(Paragraphs 42, 43, 68, 83, 97.)

- (3) Develop the monitoring and evaluation of the school's performance and devise ways of using this information effectively to raise standards.
(Paragraphs 47, 49, 50)
- (4) Improve the quality and consistency of homework for older pupils.
(Paragraphs 28, 45, 70, 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	25%	43%	26%	5%	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	337
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	35

English as an additional language

	No of pupils	
Number of pupils with English as an additional language	0	4

Pupil mobility in the last school year

	No of pupils	
Pupils who joined the school other than at the usual time of first admission	0	8
Pupils who left the school other than at the usual time of leaving	0	6

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	26	24	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	21	22
	Girls	23	21	23
	Total	46	42	45
Percentage of pupils at NC level 2 or above	School	92 (90)	84 (90)	90(92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	26
	Girls	23	23	23
	Total	46	42	45
Percentage of pupils at NC level 2 or above	School	86 (86)	90 (92)	98 (90)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	21	27	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	17
	Girls	26	20	26
	Total	42	34	43
Percentage of pupils at NC level 4 or above	School	88 (84)	71(75)	90 (91)
	National	70 (64)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	27	21	27
	Total	43	36	43
Percentage of pupils at NC level 4 or above	School	90 (85)	75 (83)	90 (95)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	285
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	13.3
Number of pupils per qualified teacher	25:1
Average class size	28.2

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	103

Financial information

Financial year	1999 - 2000
----------------	-------------

	£
Total income	578,421
Total expenditure	564,584
Expenditure per pupil	1,661
Balance brought forward from previous year	9,291
Balance carried forward to next year	23,128

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	339
Number of questionnaires returned	171

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	44	5	0	0
My child is making good progress in school.	51	42	7	0	1
Behaviour in the school is good.	40	54	5	1	1
My child gets the right amount of work to do at home.	38	46	14	2	1
The teaching is good.	59	37	2	0	1
I am kept well informed about how my child is getting on.	39	40	18	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	27	7	1	0
The school expects my child to work hard and achieve his or her best.	62	34	2	0	1
The school works closely with parents.	38	51	10	1	0
The school is well led and managed.	58	32	7	2	2
The school is helping my child become mature and responsible.	48	45	4	1	3
The school provides an interesting range of activities outside lessons.	36	43	8	2	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

ENGLISH

60. By the end of Key Stage 1 results in the tests for reading are very high in relation to national standards and well above average when compared to similar schools. In writing, standards are well above average both in relation to the national average and to similar schools. By the end of Key Stage 2 results in English tests are well above the national average and above that for similar schools. The 2000 results improve on this high standard with the percentage of pupils achieving level 4 or above rising from 88% to 91%. This represents a considerable improvement since the previous inspection report.
61. The proportion of pupils achieving the higher levels in the national tests is very high at Key Stage 1 and well above average at Key Stage 2. Attainment in reading by the end of both key stages continues to be very high in relation to the national average but in writing it is only close to the national average. The evidence gained during the inspection confirms this finding. Progress made by pupils is above expectation in reading but only in line with expectations in writing.
62. Proficiency in speaking and listening is very high throughout the school. In reception classes, small group work provides the opportunity for children to discuss and explain their thinking and whole class sessions encourage them to talk to a larger group, for example, when they explain how they have used pastels to draw a cuddly animal. However, when children are working at practical activities, structured intervention to develop their language further is not always consistently planned. In the infant classes there are regular opportunities to develop speaking and listening skills across the curriculum. In some classes pupils are encouraged to question each other. Teachers often use questioning well to develop more precise use of vocabulary but some sessions where pupils show objects brought to school make little contribution to language development because there is no clear objective. By the end of Key Stage 2, pupils build on their early experiences in both formal and informal situations. Work in circle time promotes the discussion of sensitive topics and develops listening skills well. Pupils plan formal talks and use artefacts as illustrations to present areas of interest, such as a visit to Bermuda. They question the audience to evaluate their knowledge of the topic.
63. Standards of reading are good across the school. The planning includes all of the elements of National Literacy Strategy effectively. In the reception classes, children have a strong interest in books and some develop very good levels of initial reading. They recognise common words and use their knowledge of sounds as cues to likely words in the text. By the end of Key Stage 1, pupils use alphabetic knowledge well in finding information in non-fiction books and dictionaries. Pupils have acquired a good vocabulary with which to discuss. Average attainers read fluently and with expression at appropriate levels but sometimes lack the skills to infer meaning and predict the direction of the narrative. This inhibits their understanding and enjoyment of books. Higher attainers display broad tastes and read very expressively at an independent level. Pupils with special educational needs are identified early and are well supported on well-structured literacy programmes. They make good progress.
64. Older pupils show positive attitudes towards reading and use class and school libraries well in

making their selections. In some classes they keep careful records of their reading and evaluate the books they read. Older pupils are less knowledgeable about the range of fiction available and tend to choose narrowly. This was commented upon in the previous inspection report and has not improved sufficiently. Older pupils read aloud with expression. However, when errors are made, strategies to self-correct by using the context of the word are limited with lower attaining readers being the most proficient. The impact of the National Literacy Strategy is evident in the high levels of ability to use appropriate vocabulary to discuss characters, plot and use inference to understand the author's intention, although pupils are less clear about how they could apply this knowledge in their own writing.

65. Standards in writing are very good at both key stages for higher attaining pupils but in line with expectations for average and lower attainers. Children in reception classes learn to form letters and begin to write simple sentences. Some can talk about sentences needing capital letters and full stops. At Key Stage 1, good opportunities to write are provided across a range of purposes including fact, fiction and poetry. In some classes, they learn to use word banks and dictionaries independently to aid their writing but in others they still depend on wordbooks and this slows their progress. They develop a joined handwriting style in Year 2 and present their work well.
66. In the juniors good opportunities are provided to write for a range of purposes and habits of using dictionaries and thesaurus are well developed. Work with leaflets, fliers and posters is included as well as writing at length and sustaining a narrative. They write poetry, such as Haiku, which is powerful in metaphor and imagery, and have developed a good vocabulary to discuss the techniques used. Punctuation and spelling develop well and there is an effective system to inform parents about how pupils learn spellings. There is much re-drafting across a range of subjects but this is insufficiently focused and often results in only superficial improvements to work. Pupils need to develop more rigorous skills of evaluating writing so that they can improve features such as style, sentence structure and mood as well as spelling and punctuation.
67. The teaching of English is good overall with some very good features at both key stages. This is an improvement on the quality of teaching since the previous inspection report. The National Literacy Strategy has been incorporated into planning and the Literacy Hour is a regular feature of teaching. The learning objectives from the strategy are used in medium-term planning but their use is insufficiently exploited in the lesson plans. Objectives do not always refer to what pupils will know, understand or be able to do as a result of the teaching. They are particularly effective when the objective is written for the pupils to refer to. Several plenary sessions observed did not evaluate the learning which had taken place in the lesson, although they did allow pupils to show their work.
68. The school has recently introduced an assessment continuum to support the monitoring of reading. This will enable teachers to assess and track progress effectively. Assessment in other areas of the subject is under-developed; for example the use of learning objectives to inform formative assessment in day-to-day planning is not consistently exploited in all classes or across year groups. Provision for the varying abilities of pupils often lacks precision and in some classes the same task is used with all abilities without sufficient adaptation. Opportunities are missed to challenge more able pupils to apply their knowledge about rhyme schemes when activities require mere copying of a poem.
69. The marking of work contains some very good examples of effective practice where comments are positive and give clear guidance on what pupils need to do to improve. This is not consistent throughout the school or across year groups. Some pupils are given time to respond to marking and can discuss what they have done about it but this is not always the case. Where pupil self-assessments are made, the targets are often unrelated to the evaluation.

70. Teachers know the subject content well and this is often evident in the high levels of questioning which is a feature of the good and very good teaching observed. Texts are well used in lessons, with very good examples of focusing on the key features before reading in detail. The organisation of lessons is good and teachers focus their time well during group work. Other adults working in classrooms are well informed about the planning and make a very good contribution to learning by supporting groups with writing activities such as composing a tongue twister or writing a flier. Throughout the school pupils are given homework of reading and learning spellings but homework is not used consistently with the older pupils to attempt more challenging work.
71. Literacy skills are well developed across the curriculum with good examples in drafting files, finished work of research in science and writing biographies and reports in history. Computers are used in Key Stage 1 to support the pupils' work during their literacy lessons. At Key Stage 2, very little use of ICT is made to support work in English on a planned basis and this is a major shortcoming.
72. The recently appointed subject co-ordinator has made an effective start in identifying the development needs of the subject, for example in enabling older pupils to make stronger links between their reading and writing to improve the latter. A new action plan has been written that has a clear focus on improvement and the use of targets to challenge previous performance. She has worked with the literacy governor, who is a regular visitor to the school, to review the implementation of the National Literacy Strategy. Monitoring in the subject lacks a clear rationale and there has been no opportunity to observe practice and identify the inconsistencies that exist. There is no systematic review of planning, samples of work or performance data to develop clear priorities for the future. Resources are adequate although not generous.
73. The space available for the school library is adequate. It contains a suitable range of books but there is little evidence of a regular programme of updating and improvement with few new books in evidence. There is an absence of clear signposting to support pupils' access to books and there are no focused book displays prepared by adults or children to stimulate interest in the library as a focus for learning. All classes have book corners and in the infants these are attractive and stimulating. In the juniors space is limited but there are good examples of a focused book area in the classroom. Pupils make good use of the provision made.

MATHEMATICS

74. In 1999 the results in national tests at the end of Key Stage 1 were well above the national average for pupils gaining level 2 and over. Results were well above the national average for pupils gaining level 3. Over the last four years the performance of both boys and girls was well above the national averages. In 1999 the results were well above the average for similar schools. This year the National Numeracy Strategy has been implemented and the provisional results of tests show an improvement over the 1999 results.
75. In 1999 the results for national tests at the end of Key Stage 2 were close to the national average for pupils gaining level 4 and above and well above the national average for pupils gaining level 5. Over the last four years the performance of both boys and girls was well above the national average. Pupils' results in comparison with similar schools were below average for Key Stage 2 and were lower than in the previous two years. The attainment of this cohort in mathematics was adversely affected by pupils with high levels of prior attainment leaving and others with a low level of prior attainment joining the school. Results for 2000 were much higher. The percentage of

pupils achieving level 4 or above rose from 71% to 89% and those achieving Level 5 rose to 47%. This is due, in part, to the successful implementation of the National Numeracy Strategy.

76. Evidence from the current inspection shows that pupils are working above the expected levels set by the National Curriculum. A review of work, test results and discussions with pupils show attainment is well above the average at the end of Key Stage 1 and above average at the end of Key Stage 2. This is the result of good teaching in the infant department and sound teaching in the juniors. Pupils in Key Stage 1 make good progress in all aspects of mathematics. In Key Stage 2 pupils make good progress in number and in using and applying mathematics. They make sound progress in shape, space and measure and handling data. Pupils with special educational needs make good progress in both key stages.
77. Children in reception achieve good standards in number work. Pupils count confidently and competently. They learn number facts and elementary calculations, using dice and dominoes very effectively. Many can count beyond fifty and can double numbers to six. Pupils use mathematical language well to describe and recognise position, order, size, and 2D shapes. They recognise and replicate simple repeating patterns involving colours and shapes; they compare, sort, match, order, sequence and count, using everyday objects such as different sized bears. They recognise and use numbers to 20, writing these with the correct shape and orientation. Many have a good understanding of both the value and order of numbers. The more able are confident with larger numbers. Many pupils are competent in tackling practical tasks such as sorting into sets, and solving problems such as identifying coins that make 5p. They use this knowledge creatively during role play in the class shop.
78. By the age of seven, pupils' attainment in number, shape, space and measures is above the national expectation. Pupils add single and two digit numbers together correctly and add up mentally in 10s. They recognise odd and even numbers, understand simple multiplication, and have a sound understanding of place value. The higher attaining pupils have a rudimentary knowledge of simple multiplication facts and symmetry. Pupils measure accurately using centimetres and grams; they recognise right angles and describe properties of 2 and 3D shapes very well. Pupils' ability to use and apply mathematics is good. Pupils recognise simple number patterns, discuss their work using mathematical terms, solve simple multiplication word problems and begin to invent their own successfully. They tally, record and interpret data, using simple diagrams.
79. By the age of eleven, the attainment of pupils in using and applying mathematics and in number is above the national expectation. Attainment is particularly high in mental number where pupils quickly recall number facts and use efficient mental methods for calculations. Pupils' attainments in shape, space and measures and handling data meet the national expectation. Most pupils use multiples, recall multiplication facts and add and multiply simple decimals related to measures. They use co-ordinates in all four quadrants; their understanding of place value and approximation is good. Most calculate simple fractions of amounts correctly and have an understanding of long multiplication and equivalence of fractions. They are very competent when exploring and describing number patterns and rules. Many pupils convert readily between metric units, construct 3D shapes, and understand reflective and rotational symmetry. They calculate simple areas and volumes. Pupils use terms such as mean, mode and median correctly. Construction skills for graphs are good, but the skills of interpretation are less well developed. There was little evidence of probability work during the week of the inspection or in pupils' work, although it is planned for appropriately. The use and application of mathematics in Key Stage 2 is good. Pupils' skills in communication are particularly strong. Pupils present their work in a clear and organised way, for instance when investigating fixed number patterns. The skills of application and reasoning are also well developed but there are too few opportunities for pupils to use

symbols to express mathematical rules and patterns.

80. The school provides pupils with very good opportunities to develop their numeracy skills throughout the school. As a result, by the time they are 11, they are numerate and can use and apply mathematics to everyday situations. Mathematics is also used effectively to support learning in other subjects, including science, geography and design and technology where mathematics is used as a powerful tool to communicate through calculation and graphs and to ensure models are measured, drawn and constructed accurately.
81. Attitudes and behaviour are good throughout the school and this contributes positively to learning. Younger pupils show a high level of interest, listen attentively, concentrate and apply themselves well. They work constructively in pairs. Older pupils show good attitudes and interest in the tasks provided. They concentrate and work at a sound pace individually or in pairs, and their behaviour is very good. The presentation of work is good and contributes effectively to pupils' learning.
82. The quality of teaching is good in Key Stage 1 and sound in Key Stage 2 with some good features in the way number work is taught and investigations are presented. Good subject knowledge is used well in most classes; teachers ask good questions and give clear expositions. Lessons are appropriately structured in accordance with the National Numeracy Strategy's recommendations. Teachers deliver the oral and mental starter effectively, with enthusiasm and at a good pace. As a result pupils' number work is good. The provision of activities to cater for the full range of abilities is also good. However, the plenary sessions do not sufficiently refer to learning objectives and as a result pupils learn too little in these sessions. Classroom management is very good but the time allowed for the main activity is often insufficient for pupils to complete tasks and learning is not sufficiently consolidated. Homework is not set or used sufficiently well to contribute effectively to pupils' learning.
83. The subject is well managed and co-ordinated. The mathematics co-ordinator has led successfully the implementation of the National Numeracy Strategy. Key objectives have been identified for assessment and the monitoring of teaching through lesson observations has been implemented and feedback given to teachers to support them in implementing the National Numeracy Strategy. The use of assessment to inform planning and to provide information about the strengths and weaknesses of year groups and the curriculum is unsatisfactory.

SCIENCE

84. The results of national tests for eleven-year-old pupils in 1999 are above the national average. In previous years the school achieved well above the national average. In the 2000 tests standards rose from 90% achieving Level 4 or above in 1999 to 96%. The school has identified the need to improve the scheme of work for science to support improvement in standards and pupil progress but does not make effective analysis of test results to identify appropriate priorities for development. In comparison with similar schools results are below average.
85. Current attainment for pupils in Key Stage 2 is in line with national expectations in areas of knowledge: life processes and living things, materials and their properties and physical processes. Attainment in experimental and investigative science is below the national expectations. Progress is inconsistent, particularly for higher-attaining pupils. This reflects the unsatisfactory organisation of the curriculum across the key stage. Science is taught in specific weeks with insufficient time allocated to deliver the curriculum effectively and maintain pupils' progress in their scientific skills and thinking.

86. Pupils in Year 6 make simple circuits and use their knowledge to make effective switches. They explain their choice of equipment and make appropriate changes to improve results. In their work with forces older pupils are developing a good vocabulary that they use effectively in literacy lessons demonstrating a good understanding of the way forces may create movement. Younger pupils are able to explain the difference between the process of dissolving and melting. They know that a test must be fair and that only one variable should be changed when devising an experiment to test a theory.
87. By the end of Key Stage 1 results of statutory teacher assessments are above the national average and the number of pupils achieving level 3 in science is very high in comparison with the national average. Current attainment of pupils is high in all the areas of knowledge. Attainment in experimental and investigative science is unsatisfactory.
88. Pupils at the end of the key stage are able to relate the use of their senses to those used by animals. They understand the way in which different animals have developed particular senses to find food and for protection. Higher-attaining pupils apply their knowledge well and make good observations when considering pictures of rabbits, owls and tigers. During the key stage pupils consider the way in which food sustains life, how electricity is used and experience making simple circuits.
89. Standards of attainment in the reception year are satisfactory. The majority of pupils meet the expectation of the Desirable Learning Outcomes in Knowledge and Understanding of the World and are working within the national curriculum. Many bring a good range of experience and understanding at the start of their time in school. When planting sunflower seeds they understand that seeds need water, light, warmth and food to grow. They know that sand needs to be damp to make tunnels and castles. They are able to select an appropriate range of clothes for summer and explain that light, more open items will enable them to keep cool.
90. Across the school pupils have insufficient opportunities to develop their investigative skills. Activities are led by the teacher but the range of equipment and opportunities to record are too proscribed to enable pupils to explore their own understanding, apply their knowledge and learn from mistakes. This was identified in the last inspection as a weakness and unsatisfactory progress has been made to remedy it.
91. The use of information technology is too limited in science. Older pupils use spreadsheets when recording temperature but development and application are not systematic. Pupils use their numeracy skills in measuring length and capacity. They employ increasingly complex graphs when recording findings as they progress through the school including block, line and pie charts.
92. Pupils' attitudes and behaviour are very good. They bring a natural enthusiasm to their learning that ensures good concentration and motivation. In whole class lessons pupils are attentive and use good listening skills. They respect the opinions of their peers and are able to co-operate and collaborate effectively in small groups and pairs to develop ideas and share expertise.
93. The quality of teaching in science is satisfactory overall. Teaching in reception is satisfactory. Teachers' planning ensures pupils have opportunities to explore their knowledge and understanding through a broad range of play activities although the outside area is not fully exploited. Pupils' learning is often limited by the use of unnecessary work sheets and there is too little use of appropriate resources. This does not enable pupils to develop a broader understanding and to challenge their ideas. For example, when selecting clothes to take on holiday pupils did not have access to real examples from which to choose.

94. At Key Stage 1 teaching is good. In good lessons teachers use questions effectively to enable pupils to apply their knowledge and search for examples. They give time for pupils to respond and make good use of pupils' own knowledge to develop a theme. Activities are planned that will support pupils' learning, for example walking in the school grounds to explore the use of their senses. The health and safety of pupils are well provided for and teachers ensure that pupils understand the need for rules.
95. At Key Stage 2 teaching is satisfactory. There were few opportunities to observe teaching during the inspection. Discussions with teachers, pupils, and scrutiny of work and teachers' planning show that the purpose of lessons is not always made clear and that expectations for the wide range of pupils' ability is not always appropriate. Where teaching is good, teachers ensure that pupils know what they will learn, keep a good pace and plan suitably challenging activities for pupils to apply their knowledge. They summarise pupils' learning and give opportunities to evaluate their results. Questions are used that enable teachers to assess pupils' understanding. Where lessons are unsatisfactory the pace of pupils' learning is limited by poor use of time and tasks that do not enable pupils to improve their skills and understanding. Some teachers do not have sufficient subject knowledge to deliver lessons confidently. Homework is not used effectively to raise standards. It is not planned for and the majority consists of work not completed during lessons. Teachers plan together across year groups, which ensures pupils have similar experiences.
96. Pupils with special educational needs make satisfactory progress in relation to their abilities and there are good examples where teaching assistants support pupils' learning effectively.
97. The new co-ordinator has made a good start in identifying priorities that will ensure improvement in science provision and raise standards. These include the need to provide in-service training for teachers, to develop a detailed scheme of work that identifies proper progression for each year group and to ensure effective assessment procedures. The current assessment procedures are unsatisfactory. They are insufficiently systematic to enable teachers to know pupils' achievements and plan appropriate activities to meet their needs.

ART

98. Pupils achieve high standards in their art work. There is a good representation of different media and both two and three-dimensional work is included. The range of contexts for art work covers many curriculum areas. A project on hands, which involved the whole school as part of the millennium celebration, is a good illustration of this. It contains expressive printing, careful drawing and work with colour and 3D papier mache hands that show careful attention to closely observed detail. Observational drawing is done well throughout the school including the reception class with sensitive drawings in a range of hard and soft media. This is an improvement on the standards reported following the last inspection.
99. Pupils use a range of media effectively in lessons and make appropriate choices from an early age, for example when they are drawing the texture of animal skins in Year 1. In Year 2 they mix paints well to produce a range of greens to make a jungle picture and persevere to arrive at the chosen colour. At Key Stage 2, there are examples of mixing media to build up pictures, for example ink wash and printing to create texture. Older pupils spend time in developing work over a period and experimenting with media to produce large paintings.

100. The majority of lessons observed were in Key Stage 1 but all teaching seen was good or very good. Teachers are well supported by the recently revised scheme of work, which gives good guidance on links between topics, media and other artists to be studied. Knowledge about the use of media is good and discussion with pupils deepens their understanding well. Attitudes to art are very positive and the art club is a very popular activity.
101. The range of the curriculum is broad with a clear policy and scheme of work that is specific about the development of pupils' skills with a chosen range of media. The subject makes a satisfactory contribution to the pupils' spiritual development. Art makes a strong contribution to social, moral and cultural development, including the introduction of work from some non-western cultures.
102. The recently appointed art co-ordinator has worked effectively to revise the planning for the subject and ensure that resources are well organised and accessible. The quality of work is monitored through looking at displays but there has been no opportunity to work alongside colleagues to evaluate such aspects as the development of appropriate language or creative ideas. Priorities for the future have been identified and the increased use of information technology is to be developed as this is not a focus in the present planning.

DESIGN AND TECHNOLOGY

103. The standard of work on display around the school is above national expectations. The emphasis is on construction but there are also examples of work with textiles. Progression is shown in construction with mazes in Key Stage 1, marble runs in Years 3 and 4 and powered vehicles in Years 5 and 6, all of which are well made. Pupils are able to explain their work and how they have achieved the final product. They evaluate the process of making and discuss how they would overcome difficulties in the future. The standard of designing is less well developed as the majority of classes follow a single method to achieve the outcome and pupils have limited opportunities to choose materials. Standards reported at the previous inspection have been improved in the making of artefacts.
104. Pupils enjoy their work in design and technology and use their skills well. They collaborate well, for example in Year 2 when they are constructing bundles of sticks and fixing them to a baseboard as part of constructing a house. They are keen to discuss what they are doing and have ideas to change the standard design such as adding four wheel drive to their powered vehicles in Years 5 and 6. They take good care to be accurate in measuring length and angles and observe sensible rules for working safely.
105. The teaching of the subject is good. Teachers are well supported by an extensive scheme of work with clear learning intentions and good guidance about linking activities to topics. They are confident and organise practical work well. Learning objectives in Key Stage 1 lessons are clear and well used at the plenary stage to evaluate work and involve the whole class. Resources are easily accessible. Pupils are given clear instructions about techniques but there is less evidence that they are enabled to consider the design of artefacts and attempt to improve it independently. The role of information technology is not planned for in the subject. The bank of learning objectives provides a good vehicle for assessment but this is not developed for individual pupils.
106. The curriculum has been carefully designed to give a balance between construction, food technology and textiles. Expectations are clear for each stage and the curriculum is regularly reviewed. Working at practical tasks such as making a powered vehicle provides good opportunities for social development and links with history support cultural development.

107. Design and technology is well managed by an experienced co-ordinator who has developed his own expertise and led staff well in enabling them to gain in confidence. The documentation for the subject is thorough, provides good support and promotes consistency of approach. The central bank of resources is well maintained and accessible. Opportunities to monitor the quality of outcomes through display are taken but classroom observation and talking to pupils about their thinking processes has been limited. Assessment at whole class level using the list of objectives has been well used to review long-term planning.

GEOGRAPHY

108. A small amount of geography teaching was observed during the inspection. Additional evidence included scrutiny of pupils' work, interviews with the subject leader and scrutiny of teachers' planning. In both key stages, pupils' work in developing geographical skills is good and their knowledge and understanding of places and themes are satisfactory. Standards are similar to those found at the time of the previous inspection. Pupils make satisfactory progress.
109. Pupils in Key Stage 1 have developed good mapping skills. They use simple representational maps well to plan routes and indicate salient features of their route to school using geographical terms. They experience locations at first hand through local field visits and are beginning to express their views of the places they study. Evidence of pupils' knowledge and understanding of places is more limited outside the local region.
110. In Key Stage 2, pupils draw and describe features of maps well. More able pupils use appropriate symbols and scales. In the work observed, pupils were able to locate places on local maps and relate this to land use. All pupils use simple co-ordinates well to locate features on a map. Their knowledge of places from field visits and residential trips is good. They use this knowledge to draw out the main physical differences between differing localities, for example through traffic surveys, contrasting locations or speculating on differences in retail provision. Their knowledge and understanding of places outside the United Kingdom are satisfactory. The school has made appropriate progress since the last inspection in integrating themes with the study of places. Good links are made with other curriculum areas, particularly history, and examples were observed of the use of maps to compare local land use over time and field work to support this.
111. In those lessons seen, pupils' responses to geography were good. When they are working in groups they are enthusiastic about the activities and co-operate well.
112. The quality of teaching is good. Teachers manage pupils well and use questions effectively to ensure they understand tasks. Teachers have a good understanding of the subject matter supported by the scheme of work. Teachers' explanations clearly focus pupils' attention on the specific tasks and skills required for them to make good progress.
113. The subject leader has made good progress in addressing the issues from the previous inspection. The school has developed an effective curriculum plan and scheme of work. Curricular provision is enriched by a good and developing range of opportunities for field visits.

HISTORY

114. Limited teaching of history was seen during the week of the inspection. However, on the basis of the scrutiny of work and teachers' planning and discussion with teachers and pupils, it is evident that, by the time pupils leave school, standards are in line with those expected for pupils of this age. In Key Stage 1 pupils use key words related to the passing of time confidently. The youngest children develop

a good sense of chronology by sequencing pictures and finding out about the differences in their lives compared to their parents' and grandparents'. They use historical sources well such as photographs to compare the lives of people and transport in the past. However, they are not confident in giving reasons for the changes that they find out about.

115. In Key Stage 2, pupils have a good understanding of important episodes and developments in Britain's past, and of the ways of life, beliefs and achievements of the Romans, Tudors and Victorians. The most able pupils clearly understand the legacy of these civilisations to the modern world. Their skills of independent enquiry using secondary sources are less well developed. They know about the range of sources to find out about the past but they do not select and combine information from different sources to reach conclusions. They are insufficiently aware that past events can be interpreted in different ways.
116. Teaching observed in Key Stage 2 was good or very good. Teachers' planning includes key questions that provide a very good structure to lessons. In the local history work on Burgess Hill teachers plan a range of tasks for pupils to find out about changes in the locality over time. A very good range of secondary sources including old maps, local directories and log books from the national school are effectively used to develop enquiry skills and pupils work very well together in small groups to find out about changes. Very good use is made of timelines and photographs. Artefacts are well used to gain pupils' interest. Marking in topic books does not always inform pupils of how they have achieved the historical objectives and tends to focus mainly on aspects of literacy and presentation. A good range of different types of writing including persuasive writing, diaries and biographies is used in history topic work. However, there is not enough use of writing frames to structure the recording tasks and to develop enquiry skills. Progress in the development of chronology, historical knowledge and understanding is good. Pupils make insufficient progress in the skills of historical enquiry and interpretation.
117. Long-term planning ensures good coverage of the study units and the scheme of work provides a sound framework for progression in the key elements of chronology and historical knowledge. There is insufficient planning of activities that develop skills of enquiry and interpretation. Since the last inspection the bias toward ancient history has been addressed and there is now greater use of the local environment to develop the skills of observation and comparison. The co-ordinator has begun to monitor standards achieved in history across the school by informally examining teachers' plans. A recent review of the policy has been undertaken. No formal evaluation of the quality of history teaching has been carried out. There is a good range of historical resources including books, photographs and artefacts, and classroom displays generate interest in the subject. The history curriculum is enhanced by visits to places such as Preston Manor and the Roman Villa at Bignor. History texts such as Greek myths, legends and fables are well used during the Literacy Hour.

INFORMATION TECHNOLOGY

118. There is little direct teaching of classes in this subject and due to timetable constraints, it was not possible to observe lessons with direct teaching of information technology. Judgements are based, therefore, on observations of its use in other lessons, discussions with pupils, and an analysis of completed work.
119. The development of the subject since the last inspection has been too slow. Although there has been development of the subject prior to this inspection, the effects on learning are at an early stage of development. The shortcomings of working with different types of computers are being resolved and the new network of computers has already had a positive effect on the quality of pupils' learning in Key Stage 2. However, there is still inadequate provision for controlling, monitoring and modelling

and so statutory requirements for the subject are not met.

120. By the end of Key Stage 1 pupils achieve standards in line with the national expectation in most aspects. By the end of Key Stage 2 pupils achieve below the national expectation and their progress and their level of confidence and competence are unsatisfactory. Pupils' knowledge, skills and application of information technology across the curriculum are satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2.
121. Key Stage 1 pupils were observed operating tape recorders, which they load, play and rewind competently. Younger pupils use software to support their reading and operate a mouse with growing confidence to activate programmes and animation sequences. Older pupils load discs under supervision and amend text to correct sentences in their language work. They use the keyboard effectively and use Windows programmes confidently. By the end of the key stage pupils word process simple texts and produce a basic chart of survey data related to their favourite fruits and vegetables. Pupils use simple software well to produce coloured printouts of mathematical shapes. They use a computer dictionary and mathematical and musical software enthusiastically and competently. Though not observed, reports and class records and pictorial evidence indicate that pupils control a floor turtle (robot) to perform measured movement in forward and reverse sequences.
122. Key Stage 2 pupils are competent in the use of audio equipment, word processing and paint packages. During the inspection pupils used computers independently and creatively to write poems. A significant number lacked confidence in using and applying word processing skills and as a result made insufficient progress in lessons. There was too little evidence of the use of computers as a tool to enhance topic work. Little evidence of information technology was seen in classroom displays and in folders of work. However, there are some isolated but developing aspects of pupils' learning which are good. Pupils in Years 3 and 4 send and receive email to pupils of a similar age in another school. Pupils in Years 5 and 6 use the computer and a simple spreadsheet to analyse, interpret and present data from a weather survey. Pupils in Years 3 and 4 had accessed information for a project on the solar system and those in Years 5 and 6 had accessed and used information about the Romans. Overall, however, pupils' infrequent use of information technology results in the teaching and learning being unsatisfactory and slow progress in developing skills.
123. Staff expertise and confidence are varied and in some cases too limited. There are significant variations in operational competencies, subject knowledge and the appropriate use of information technology to enhance pupils' learning. The recent acquisition of a computer in the staffroom linked to the network has had a positive effect in developing staff confidence and expertise. Teachers' monitoring of pupils' access to IT is satisfactory. However, there is insufficient planning of experiences for pupils and this leads to unsatisfactory assessment and recording of pupils' progress throughout the school.
124. The co-ordinator has good subject expertise, is supportive to the teaching staff and has mapped and resourced curriculum coverage over both key stages, except for control technology. The new network and other equipment have been successfully installed. The co-ordinator has held staff training sessions and more are planned. Monitoring of the quality of provision of information technology by the co-ordinator has begun but has not yet had an impact on teaching and learning. Basic resources are adequate. Future support and investment in hardware and software are planned and the school's objective to site information technology in the old kitchen area will have a positive effect on teaching, learning and standards, particularly in Key Stage 2.

MUSIC

125. Pupils' attainment exceeds the national expectation across the school. Music is introduced in reception classes through familiar songs and nursery rhymes. Pupils have access to instruments in their classrooms and enjoy opportunities to sing. By the end of Key Stage 1 pupils sing a range of familiar songs. The quality of their singing is good and they are making good progress in the dynamics of their singing to match the content of the words. In composition pupils write formal notation for crotchets and quavers and recognise the number of beats in a bar. This good progress is maintained in Key Stage 2. Year 6 pupils are able to clap syncopated rhythms and develop these in small groups to demonstrate and then teach other pupils.
126. Music appreciation is well developed in both key stage and class activities. The range includes music from other cultures as well as more familiar compositions, for example Mexican, ragtime and orchestral music. Opportunities for pupils to enhance their achievements are given through a number of good quality extra-curricular activities. Recorder groups and choirs are available to pupils throughout the school. Individual pupils have tuition from peripatetic teachers including clarinet and violin.
127. Pupils develop a suitable music-based vocabulary and memorise words of many of the songs that feature regularly in assemblies. Information technology is not regularly used in the curriculum and has been identified as an area for development.
128. Pupils' attitudes to learning and their behaviour in music lessons are consistently very good. They are attentive, enthusiastic learners, taking an active and confident part in their lessons. When listening to music pupils show a real appreciation of the compositions and are able to make thoughtful comments on the composer's choice of instrument. In Key Stage 2 they respond with clear enjoyment to ragtime beat. Opportunities to extend this into reflection about the feelings and moods it promotes are not always given.
129. The quality of teaching is very good in Key Stage 1 and 2 and satisfactory in the reception year. The very good teaching is well planned with clear purpose that is shared well with pupils. Lessons are well balanced and include good opportunities for pupils to experience all national curriculum expectations to share knowledge and to reflect on their success. Teachers have high expectations of pupils and offer activities that support progress and take account of differing abilities. In Key Stage 2 teachers' expertise is well supported by the use of commercial tapes. These are used effectively to enhance curriculum provision and pupils' learning. There are good links to the dance curriculum that enables pupils to extend their appreciation of the mood, tone and tempo. The school benefits from the time and expertise given by a governor who leads singing in Key Stage 2 music and choir.
130. The new co-ordinator is successfully building on the good practice at the school. She uses her enthusiasm and very good expertise to motivate and encourage both pupils and teachers. A new policy has been written which will form the basis for the new curriculum planning required for September 2000. The co-ordinator makes every effort to monitor and evaluate the provision and standards in music. This includes reviewing teachers' planning and observing around the school in non-teaching time. Assessment processes are not sufficiently systematic, however, for the co-ordinator or teachers to monitor progress closely.
131. There is a good range of instruments that is well organised, in good repair, readily accessed and includes instruments from non-western cultures. Each class has a basic collection of instruments and there are examples where these are used effectively in display. The provision of books is limited when compared with the number of pupils that need to use them. The school has made good progress in music since the last inspection.

PHYSICAL EDUCATION

132. During the inspection pupils took part in games, swimming and dance lessons. They made good progress in acquiring physical skills and handled equipment safely and competently. Practically all are agile and able to maintain sustained physical activity well.
133. In Key Stage 1 pupils make good progress in dance. Pupils are able to explore different ways of travelling, using their upper body and their hands and feet. They turn, roll, jump and balance, linking a sequence of increasingly complex movements. Pupils experiment confidently on their own and with a partner and make simple evaluations. The younger pupils are developing a good awareness of space and increasing confidence in using small apparatus. Pupils exercise appropriate levels of control, co-ordination and balance. They play simple games as individuals and in pairs and work hard to improve their skills.
134. In Key Stage 2 pupils engage enthusiastically in a range of activities that promote good sporting behaviour and positive attitudes to physical exercise, whether co-operative or competitive. They behave safely, co-operate well and use equipment appropriately. Swimming is organised in Key Stage 2 but little is done in relation to outdoor and adventurous activities.
135. Pupils' attitudes to the subject are very good. They show obvious enjoyment and their ability to organise themselves is good. Pupils are eager and many are sufficiently confident to demonstrate in front of their peers. They co-operate well together. A large number of pupils show interests beyond the curriculum by attending after-school clubs and teams.
136. The quality of teaching is good. Teachers successfully create an atmosphere where the pupils want to participate. A good feature of many of the lessons is the use of time for practice, performance and evaluation. Teachers give good feedback to pupils to ensure they understand the task in hand and to help them explore ways to improve their performance. Lessons are well planned and offer a range of opportunities for pupils to refine and develop their skills.
137. Pupils take part in a wide range of practical and competitive experiences in the optional clubs after school. These include football, athletics, cricket and netball. In addition, the school successfully takes part in a wide range of inter-school competitions. Resources are good and well organised and stored. The co-ordinator provides very good leadership in this subject and gives good support for colleagues. A scheme of work is in place and is sufficiently detailed to provide clear guidance to teachers and ensures continuity and progression throughout the school.

RELIGIOUS EDUCATION

138. By the end of both key stages attainment is above the expectations set by the Locally Agreed Syllabus. Pupils make good progress. Pupils have a good knowledge of Christianity and other principal religions represented in Great Britain. Their understanding of how religion helps in the exploration of, and response to, life experiences is sound.
139. In Key Stage 1, pupils develop a good understanding of Christianity through stories from the Old and New Testament and make a good start in developing an understanding of religions other than Christianity. They are familiar with a local place of worship. They know that groups of people celebrate together to mark important Christian events and are able to describe some important religious features of the Christmas and Easter festivals. When hearing stories from the Bible, pupils learn that religious traditions have special books that are very important to them.

Attainment is higher in exploring and responding to life experiences than in knowledge and understanding of Christianity and other religions. They are beginning to develop a moral code and sense of values.

140. In Key Stage 2, pupils' knowledge and understanding of the main features and principles of Christianity and of other religions are above the expectations for that age group. Pupils achieve a basic understanding of the beliefs and practices of Christianity, demonstrating a satisfactory grasp of the biblical origins and how these are carried out in practice today. For example, pupils visited a local church to explore the influence of Christianity throughout history. This linking with the church was a particularly effective approach. Pupils are introduced to other principal religions represented in Great Britain and achieve satisfactory knowledge and understanding of the importance of these religions to their followers. During the inspection a lesson was observed where pupils were being introduced to Judaism effectively through the use of a stimulating video programme and discussions. Pupils know and appreciate the significance of the main features of places of worships and are able to describe the main features of the celebration of a number of different festivals. Pupils understand how religion is relevant to the everyday life of the believer.
141. Pupils' attitudes to their work are good. They listen carefully to the teacher, concentrate well on their work and question openly and thoughtfully. The quality of teaching seen was good. Teachers' knowledge of the subject matter is adequate and their confidence to use a variety of approaches is good. Short and medium-term planning is good and is supported by a good scheme of work that provides clear and detailed guidance in what is to be taught. The co-ordinator has been effective in raising the confidence of teachers and monitors the planning and pupils' work. Good use is made of a range of resources, including artefacts.