

INSPECTION REPORT

BLACKBOYS PRIMARY SCHOOL

Blackboys, Uckfield

LEA area: East Sussex

Unique reference number: 114547

Headteacher: Mrs. G. Webb

Reporting inspector: Mrs. G. Crew
22837

Dates of inspection: 20th – 23rd March 2000

Inspection number: 188333

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Lane Blackboys Uckfield East Sussex
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. J. Gill
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs. G. Crew	Registered inspector	Mathematics	The characteristics and effectiveness of the school
		Art	The school's results and pupils' achievements
		Music	Teaching and learning
			Leadership and management
			Key Issues for action
Mrs. C. Lorenz	Lay inspector		Pupils' attitudes, values and personal development
			Pupils' welfare, health and safety
			Partnership with parents and carers
Mrs. S. Handford	Team inspector	Science	
		Geography	
		History	
		Areas of learning for children under five	
Mr. T. Watts	Team inspector	English	Curricular and other opportunities offered to pupils
		Information technology	
		Design and technology	
		Physical education	
		Special educational needs	
		Equal Opportunities	

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The number of pupils on roll is 97, which is smaller than other primary schools. Provision is for children from under five to age eleven. There were five children under five at the time of the inspection. The number of pupils eligible for free-school meals is 2 per cent, which is well below the national average. The number of pupils on the register of special educational need is 19 per cent, which is broadly in line with the national average. There are no pupils with statements of special educational need or English as an additional language. Attainment on entry is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

This is an effective school. The standards attained by pupils are at least in line with national expectations and a significant number are on line to attain above expectations by the end of Key Stages 1 and 2. The majority of pupils are working on or near their capacity and achieve appropriately in terms of prior attainment. Pupils have good attitudes to school and this contributes to good learning. The quality of teaching is good. The contribution of the headteacher in managing the school is good. She has provided purposeful and focused leadership since her appointment in September 1998. Other key managers of the school, including the governing body, have a shared commitment to improve. The school has a high income and expenditure per pupil and makes good use of resources for the benefit of the pupils. The school provides an effective learning environment and sound value for money.

What the school does well

- The quality of teaching and learning is good. The range of learning opportunities and the use made of resources to enhance learning is good.
- Pupils' attitudes to school are good. They behave very well and show very good respect for each other. Pupils' understanding of the impact of their actions on others is very good and they have good relationships with each other.
- The provision for personal development, including spiritual, social and moral education, is good.
- The impact of parent's involvement in the school is good. They offer a range of support in classrooms, on visits, during extra-curricular activities and in raising additional funds that are used for the benefit of the pupils' education. This support has a positive impact on standards achieved by the pupils.
- Provision for pupils with special educational needs is good.

What could be improved

- The achievement of the highest attaining pupils.
- The use of assessment data to monitor and support academic performance and progress and to report to parents.
- Further development of the role of the co-ordinator.
- Monitoring and evaluation of the school's performance and taking effective action to further improve provision.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The issues from the previous inspection were not addressed until September 1998 when the headteacher was appointed. Since then, progress has been better than could be expected in the circumstances. Staff have worked together as a team and there is a new spirit and commitment to make progress. A good start has been made to introducing systems and procedures to ensure progress is made, although it is too soon for the impact

to be fully reflected in standards. Statutory requirements are now met and schemes of work that are in place lead to better planning. There is appropriate focus on the skills that need to be taught as pupils move through the school. Assessment of pupils' knowledge and understanding and procedures for recording information gathered have been established throughout the school. The school now effectively identifies pupils with special educational needs. However, there is further scope for using assessment to identify highest attaining pupils and for planning work that enables them to make the progress of which they are capable. As results of assessment build up, the school is in a better position to monitor pupils' progress and report this to parents. Teaching and learning is now monitored and the quality of teaching is now good overall. The role of the co-ordinator is developing well. Early years provision is now good. All of the issues raised in the last inspection have now been tackled, and to a large extent been remedied, given the time available. The improvements have had an impact on consistency of provision throughout the school.

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	B	A*	C	E	well above average A above average B average C below average D well below average E
Mathematics	A	A	B	C	
Science	A	A	C	E	

Over the four years from 1996, the year of the last inspection, the trend in performance was broadly in line with the national average. However, the results for the last reporting year, 1999, were uncharacteristically low. In the 1999 tests and assessments at the end of Key Stage 1, standards of attainment were broadly in line with the national average in writing, below average in reading and well below average in mathematics. When compared with similar schools, pupils' performance was well below average in reading and writing and very low, in the lowest 5 per cent in the country, in mathematics. In Key Stage 2, the levels of pupils' attainment in the national tests and assessments taken at the end of Year 6 in English and science were broadly in line with the national average. In comparison with similar schools, performance in these subjects was below average. In mathematics, attainment in the national tests and assessments was above average when compared nationally and in line with the average when compared with similar schools. In both key stages, the number of pupils taking the tests was small. In addition, the size of the groups in Years 2 and 6 varies year on year. As a result, the comparison of data is not reliable. Data available with regard to the impact of improvements since 1998 and standards for the present year groups, including inspection observations, as well as that available for the past three years indicate that the decline in standards in 1999 was uncharacteristic. Work seen during the inspection was consistent with the overall trend and standards have improved in Key Stage 1 since the last inspection. By the time children are five, they are on line to achieve the expected level of attainment. In Key Stages 1 and 2, pupils are achieving at least as well as expected and a significant number are on line to achieve above the expected level by the end of the key stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and eager to learn. They are interested and involved in activities and are keen to participate.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils mix well together and learn from each other in an atmosphere of friendliness, kindness and understanding.
Personal development and relationships	Personal development and relationships are good. Pupils take responsibility and show initiative.
Attendance	Attendance is satisfactory and is broadly in line with the national average.

TEACHING AND LEARNING

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

Teaching is satisfactory or better in all lessons. In over 50 per cent of lessons, teaching is good and in 8 per cent of lessons very good. Two per cent of teaching is excellent. The quality of teaching has improved since the last inspection when unsatisfactory teaching was seen in one in four lessons. A strong emphasis is placed on the teaching of literacy, numeracy and basic skills. These are taught well. High standards of attainment are linked to good teaching in mathematics, science, art, design and technology, music and physical education. Generally, expectations of pupils' performance are appropriate and suitable challenges are set that are matched to pupils' needs. However, insufficient attention is given to grouping pupils in line with their prior attainment and to providing further challenge for the highest attaining pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant. A good range of learning opportunities and very good extra activities, visits and visitors enriches the curriculum.
Provision for pupils with special educational needs	Pupils who need extra support are identified effectively. Work is matched to pupils' needs and additional support is given to individual or small groups of pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils are encouraged to reflect on issues that affect their lives and the lives of others. Spiritual awareness and self-knowledge are promoted when pupils contemplate the world around them. Pupils have a good sense of social justice. They have a broad knowledge of traditional aspects of their cultural heritage, but lack an appreciation of the wider cultural diversity of our modern society.
How well the school cares for its pupils	Staff know pupils well and the monitoring of personal development is good. Satisfactory educational support and guidance is given.

The impact of the parents, involvement on the work of the school and their contribution to children's learning is good. The parents' views of the school, the information provided for them and the effectiveness of the school's links with parents are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is satisfactory leadership and management overall, with a good contribution from the headteacher. The deputy headteacher is supportive and has an important pastoral role within the school. The management role of the deputy headteacher and subject co-ordinators has been improved since 1998.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities effectively.
The school's evaluation of its performance	The governing body fulfils its statutory responsibilities effectively.
The strategic use of resources	The use of strategic resources, including specific grants is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good. • The school encourages pupils to be mature and responsible. • The school promotes the pupils' respect for each other. • The implementation of the literacy and numeracy strategies has given a sharper focus to the teaching of basic skills. Pupils' enjoyment of mathematics has improved. • Parents are appreciative of the planning meeting at the beginning of the term and feel informed about what will be taught. 	<ul style="list-style-type: none"> • Parents have been concerned about the amount of information they have received about children's progress. • Some parents have concerns about provision for older children and the response to parental anxieties, for example, about homework. • Concerns were raised about change in the style of leadership and management.

The inspectors uphold the positive views of the parents. Inspection evidence found pupils to be enthusiastic about school and they are eager to learn. Inspectors agree that parents have received insufficient information about progress. However, systems for assessing and tracking progress have improved since 1998 and staff now have more information about what pupils know and can do to report to parents. Inspectors found that the headteacher has assiduously listened to points raised with her and made adaptations to provision in response. Parents have a growing like and respect for her leadership and management of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Over the four years from 1996, the year of the last inspection, until 1999 data available shows that the pupils' performance in Key Stage 1 was well above the national average in reading, above the national average in mathematics and close to the average in writing. Boys' performance in reading and writing was slightly better than girls. In the same period, Key Stage 2 performance in English and mathematics was well above the national average and above the national average in science. In this key stage, girls performed marginally better than boys in all subjects, when taking the last four years together. Analyses of trends over time show that performance was broadly in line with the national average. However, the results for the last reporting year, 1999, were uncharacteristically low.

2. In the 1999 tests and assessments at the end of Key Stage 1, standards of attainment were broadly in line with the national average in writing, below average in reading and well below average in mathematics. In each subject, the number of pupils reaching higher levels of attainment was lower than the national average. When compared with similar schools, the performance of pupils was well below average in reading and writing and very low, in the lowest 5 per cent in the country, in mathematics. The data available shows that most pupils who reached level 2 in each test obtained the lowest grade, level 2c. A significant number of pupils did not reach the expected level, level 2. This gives an average grade that is low in comparison with the average for similar schools. In mathematics, the number reaching the lowest level in the tests and assessments was higher than in reading and writing and this gives an average grade that is lower when compared with similar schools.

3. In Key Stage 2, the levels of pupils' attainment in the national tests and assessments taken at the end of Year 6 in English and science were broadly in line with the national average. In comparison with similar schools, performance in these subjects was below average. In mathematics, attainment in the national tests and assessments was above average when compared nationally and in line compared with similar schools. The number of pupils reaching the expected levels of attainment, level 4, in English and science was close to the national average. In both subjects, 18 per cent of pupils reached the higher levels, but the number of pupils attaining below the expected levels was above the national figures. In all subjects, the percentage of pupils who did not reach the expected level of attainment was above average. This gives an average grade that is lower when compared with similar schools.

4. These results are accounted for by the fact that teaching was poor during the academic year that the pupils took the tests and data available shows that teacher assessment of pupils' abilities was inaccurate. In addition, there was inappropriate provision for the high percentage of pupils with special educational needs. In the previous inspection, there were a group of pupils reported as making worse progress than expected. This is the same group who took the national tests at the end of Key Stage 2 in 1999. The progress of this group was not tracked through Key Stage 2 and appropriate work matched to pupils' needs was not provided consistently. In addition, pupils with special educational needs were not set individual programs of work targeted at their specific need. These factors explain the singular uncharacteristic result in the 1999 tests. In both key stages, the

number of pupils taking the tests was small. In addition, the size of the groups in Years 2 and 6 varies year on year. As a result, the comparison of data is not reliable. Data available on the impact of improvements since 1998 and standards for the present year groups, including inspection observations, as well as that available for the past three years indicate that the decline in standards in 1999 was uncharacteristic. Work seen during the inspection was consistent with the overall trend and standards have improved since the last inspection in Key Stage 1.

5. Pupils enter school with levels of attainment that are broadly in line with the nationally expected level. By the time they are five, pupils are on line to achieve the expected level of attainment. They make good progress in personal and social development as the class provides a welcoming and lively environment that helps them to settle in and feel part of the school. Children develop their early literacy skills and achievement is satisfactory. They develop mathematical skills well and achieve as expected for children of this age. Children investigate and acquire the expected knowledge and understanding of the world for pupils of this age. They gain control and creativity in physical and creative development and achieve expected levels by the time they are five. Pupils build on these early experiences and in Key Stages 1 and 2, pupils are achieving at least as well as expected with a significant number on line to achieve above the expected level.

6. Standards in English are at least in line with nationally expected levels and a significant number are on line to achieve above this by the end of Key Stage 1 and 2. However, monitoring of performance is in the early stage of development and, as a result, tasks set do not consistently provide challenge for the highest attaining pupils, particularly in Key Stage 2. In Key Stage 1, standards in speaking and listening are at least in line with expectations. The school places a high emphasis on developing these skills as central to pupils' learning across the curriculum. By the end of Key Stage 2, skills of communication have developed and pupils make suitable achievement in relation to prior learning. By the end of Key Stage 1, attainment in reading is above national expectations. Phonic skills are taught well and established sufficiently to enable pupils to correct their own mistakes and to approach unfamiliar words with ease. Attainment at the end of Key Stage 2 is above expectation. Reading aloud is expressive and pupils read with a good degree of understanding. Attainment in writing is in line with nationally expected levels at the end of Key Stage 1. Pupils write with a desire to communicate their ideas. By the end of the Key Stage 2, standards in writing are at least in line with expectation, early skills learnt have been built on and pupils continue to make appropriate achievement. Pupils frequently write at length and with a degree of sophistication and creativity.

7. In mathematics, by the end of Key Stage 1, attainment is at least in line with expectations. By the end of Key Stage 2, attainment is never less than the expected level. A significant number of pupils in both key stages frequently perform above the expected level. Effective assessment procedures have recently been put into place and pupils' performance has begun to be monitored. However, tasks set do not place sufficient demand on the highest attaining pupils. Achievement in the early years is built on and pupils in Key Stage 1 make progress in their learning. Pupils have a good understanding of what they have to do in mathematics and this is linked to their good reading skills. In addition, the recently introduced numeracy strategy provides a daily mental mathematics session and pupils have opportunities to practise their agility in using numbers. In Key Stage 2, pupils' knowledge and understanding of basic number operations is put to good use in problem solving and they record their work in a variety of ways. This builds on the work carried out in Key Stage 1. Achievement in all aspects of the mathematics curriculum is befitting of prior

attainment. Pupils realise the importance of recording their findings in a logical way so that they can explain their workings. This contributes effectively to further achievement as pupils' understanding is improved.

8. In the work seen in science, the pupils' attainments are in line with expectations in Key Stage 1. In Year 6, pupils' attainments are at least in line with national expectations. Some work seen is at higher levels and the school expects a significant number of pupils will achieve this level by the end of the key stage. However, monitoring and support of academic progress is at an early stage of development. As a result, the highest attaining pupils are not always challenged sufficiently by the tasks set or the way in which they record their knowledge. Pupils in Key Stage 1 experience many opportunities to learn about science through first-hand experimentation and investigation. These activities place suitable demands on the pupils and require them to use oral and written communication skills. Pupils record their results in diagrams, but much of their knowledge and understanding is communicated through reporting their findings verbally to staff. The majority of pupils are achieving appropriately and making gains in their learning. In Key Stage 2, pupils consolidate their earlier experiences and build on these in a way that allows them to make satisfactory achievement. Pupils develop their knowledge and understanding through the topics they study. They can set up an experiment and use their literacy skills effectively in the use of scientific words. They use written accounts, tables and graphs to record their knowledge and the level of literacy and numeracy skills contributes effectively to recording in a range of ways.

9. In information technology, standards are in line with the level of national expectation by the end of each key stage. The scheme of work is implemented, although the control and modelling element is less well developed than other aspects of the curriculum and this restricts progress to higher levels of attainment. Pupils have sufficient opportunities to use the computer regularly. Pupils in Key Stage 1 classes frequently work in pairs on computers and many work by helping each other and discussing their work. By the end of Key Stage 2, pupils understand how to use the computer to support their learning in other areas of the curriculum.

10. Standards in art and music are above expectations by the end of Key Stage 1. In art, standards are also above expectations by the end of Key Stage 2, although a significant minority achieve well above expectations. In music, a significant number of pupils, approximately 33 per cent, have individual or group instrumental tuition and overall standards are well above expectation at the end of Key Stage 2. Standards in geography and history are in line with expectations in Key Stage 1 and 2 overall. In design and technology, pupils achieve well in relation to prior learning and attainment is in line with expected levels in Key Stage 1. In Key Stage 2, achievement is sound and pupils' perform at the expected levels of attainment. Standards in physical education are in line with expectations in Key Stage 1. Pupils achieve well and by the end of Key Stage 2, attainment is above the expected level. In each of these subjects procedures for monitoring academic performance have only recently been established and data on previous performance is limited. As a result, work set does not consistently challenge the highest attaining pupils.

11. When children begin school good activities are planned for them to gain knowledge, skills and understanding. As a result, performance is at the expected level of attainment by the time they are five. Throughout the school the majority of pupils are working at or above their capacity and are achieving appropriately in relation to their earlier attainment. What pupils' know, understand and can do is built on as pupils move through the school. Children have a good knowledge of their own learning and of what to do next to improve. Although standards were lower than in most schools last year, work is generally demanding and

there is no evidence of widespread under-achievement. However, the needs of the highest attaining pupils are not being met consistently due to lack of appropriate assessment and insufficient attention to prior levels of attainment when grouping pupils.

12. At the time of the last inspection, pupils with special educational needs were reported to make satisfactory progress. The findings of this inspection are that the pupils make good progress, relative to their prior attainment, and they are achieving well. This is due to improved identification of need and well-focused teaching and support, related to individual needs.

13. The school has recently put systems in place to contribute to raising levels of attainment. For example, the identification of learning intentions in planning, so that teacher's are clear what is the key teaching focus of a lesson. Teachers have also begun to communicate these intentions to the pupils so they know what is expected of them and what it is the teacher intends them to learn. The communication of broad targets for learning in English and mathematics has been established in all classes and individual target setting with pupils in these subjects has also begun. Other initiatives include, fast tracking, an intense learning programme in English and mathematics for pupils who are almost achieving the next level of attainment, and an additional programme in Key Stage 1 to promote learning of basic literacy skills further. In addition, Year 2 are taught as a separate group for literacy and numeracy and booster classes for English, mathematics and science are in place for Year 6 pupils. It is too early for the impact of these developments on standards to be evaluated.

Pupils' attitudes, values and personal development

14. Pupils show good attitudes towards their work and play and in the lessons observed their response to the experiences offered was good. This reflects the findings of the previous inspection. During the inspection week, pupils were enthusiastic about coming to school and eager to learn. Pupils were interested and involved in the activities provided for them, keen to participate and the majority concentrated well either individually or when working in groups. For example, a small group of reception-aged children played imaginatively, and with huge enjoyment, in the home corner while their older friends concentrated on science activities.

15. The pupils' behaviour is very good. Pupils help to create class rules, which run alongside a wider set of school rules, and they abide by them. Children feel free to talk to staff about any worries and are confident that any problems will be resolved. Staff take good care to ensure that there is no bullying between pupils. Children mix freely in the classroom and playground and learn from each other in an atmosphere of friendliness, kindness and understanding. There have been no exclusions from the school and no bullying by pupils was seen. Pupils have an open manner and were polite to each other and to staff. They were very responsive to the quiet admonishments, very occasionally given by teachers, and understood the reasons for these mild rebukes. It is clear that most staff and pupils like, and wish to help, each other. Pupils with special education needs are fully integrated into school life and, like all the pupils, enjoy learning and respond well to the praise and encouragement they receive.

16. The staff are good at enabling pupils to understand the impact of their actions on others. For example, they understand that the money they raise in collecting for Action Aid will benefit the lives of other people in countries far away. Pupils show good initiative, for example by producing and selling a magazine to raise money for charity. Many others have also, through their own efforts, raised money for charities. Pupils are keen to talk about

their ideas for improving school life, although there are no formal opportunities for them to take an active part in contributing their ideas at present.

17. Overall, the relationships between adults and children and between pupils are good. This makes a positive contribution to pupils' learning. Staff know the pupils well and there is a strong ethos of pastoral care. However, there are occasions in lower Key Stage 2 when abrupt interaction occurs with some children and relationships are less secure.

18. The level of attendance at school is broadly in line with the national average for primary schools and this is satisfactory. Unauthorised absence is below the average found at similar schools. Registers are taken promptly and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good throughout the school. This is an improvement since the last inspection when teaching in one in four lessons was less than satisfactory. Teaching observed during this inspection was never less than satisfactory. In 54 per cent of lessons teaching is good and in 8 per cent, very good. In 2 per cent of lessons, teaching is excellent. Whilst there have been changes in staff since the last inspection, it must be recognised that some staff have continued to work in the school and have improved the quality of teaching. Monitoring of strengths and weaknesses and sharing of good features has contributed to improved teaching.

20. Teaching in Key Stage 1, including the reception-aged pupils, is satisfactory in 30 per cent of lessons and good in 65 per cent. Five per cent of teaching is very good and better. In Key Stage 2, teaching is satisfactory in 42 per cent of lessons, good in 42 per cent and very good in 16 per cent. Fifty per cent or more of lessons were good in mathematics, science, art, design and technology, music and physical education.

21. Outstanding teaching was seen in a lesson that promoted speaking and listening and personal and social development in Key Stage 1. The attention given to planning the lesson and the methods and organisation used to teach the subject matter ensured that all pupils understood and participated. The sensitive approach given to discussion and the care and attention to pupils' individual needs was excellent. Very good teaching was seen in art and physical education lessons in Key Stage 2. The key features that contributed to the standards of teaching in these lessons were high expectations for pupils' achievement, the setting of tasks that allowed pupils to use the skills they already had to promote good learning and the involvement of pupils in effectively reviewing what they had learnt. This helped pupils to understand what is expected of them in future work.

22. The teacher and support staff in the reception class are conversant with the needs of children under five and they plan a good quality curriculum linked to the Desirable Learning Outcomes for children of this age. All the areas of learning necessary to promote pupils' understanding are covered in a structured way and this is an improvement since the last inspection. Activities prepared provide children with as many practical experiences as possible. This gives them opportunities to work alongside each other and develop an understanding of sharing and working together. Learning intentions are communicated to children, but the language used is frequently too complex for pupils to fully understand what is expected of them. When intentions are explained more simply, this helps pupils to make choices and develop independent learning skills. Staff effectively provide a language rich environment that provides a stimulating visual experience for children.

23. In Key Stage 1 and 2, the quality of planning for literacy and numeracy is good. Staff plan together to ensure pupils' knowledge, understanding and skills are built on as they move through the key stages. This results in clear, organised and logical lesson plans in which teachers plan appropriate questions and suitable activities. Good planning results in teaching that promotes skills and subject content clearly, using good demonstration and explanation. However, they generally plan the tasks set to a particular level for year groups, rather than to closely match the abilities of the class in English and mathematics. While the needs of the lower attaining and average ability pupils are generally met well, with very good support from an adult if appropriate, the tasks do not consistently place demands on the highest attaining pupils in either year group.

24. Teachers are competent at teaching basic numeracy and literacy skills. The organisation of lessons allows most pupils to keep up with the work and complete the tasks. During group activities, teachers and other adults in the room check pupils' understanding through focused questions. As a result of the good teaching, pupils get on with their work and make at least satisfactory progress. Pupils are confident to talk about what they have learnt and how well they have done and this is generally encouraged during the final part of the lesson. Pupils have the opportunity to explain what they have found out and how they reached the result. The adoption of the literacy and numeracy strategies has given a firm foundation for the teaching of English and mathematics more consistently. Teachers include literacy and numeracy in the teaching of other subjects, for example design and technology and geography. The use of information technology for promoting standards in literacy and numeracy is satisfactory.

25. Teachers identify what it is they want pupils to learn, learning intentions, in planning for all subjects and these are communicated to the pupils. However, at times the children do not easily understand the language used in the explanation. The tasks set in lessons usually match the teacher's learning intention precisely. In these lessons, pupils' generally learn what teachers expect them to. The school places emphasis on planning to develop pupils' knowledge and skill in all subjects during Key Stage 1. This is an appropriate arrangement and learning is good overall. In Key Stage 2, knowledge and skills are developed further and the acquisition of understanding in greater depth is promoted. Planning for information technology is integrated into the plans for other subjects, but attention is given to teaching the skills required in information technology.

26. Generally, teachers' expectations are satisfactory and they place fitting demands on the majority of pupils. There is emphasis placed on developing a climate for learning and as a result, the level of intellectual and creative learning is good in reception class and Key Stage 1. Suitable challenges are set for the majority of pupils so that the pace and productivity of learning is good and pupils' achieve appropriately compared with prior attainment. Pupils show good interest in their work, sustain concentration and think for themselves in Key Stage 1. Whilst this is largely reflected in Key Stage 2, there are a significant minority of pupils who show less interest in their lessons. This is particularly evident in literacy lessons in Year 5 and 6 when, despite good teaching, pupils are reticent to contribute orally and with individual work. The majority of pupils face the challenge of tasks positively and learning is satisfactory as a result. Expectation and challenge in Key Stage 2 contribute to apt intellectual learning that builds on what the pupils' know, understand and can do in order that they do make progress. Pupils' creative learning and the effort, pace and productivity of learning is satisfactory. However, there are insufficient opportunities for pupils' to use their personal research skills and initiative on a regular basis. Work is not consistently challenging for the highest attaining pupils, as teachers do not always consider ability when grouping the pupils in their class.

27. Pupils are generally very well behaved and staff rarely have the need to enforce the school's procedures for behaviour management during lessons. However, there are occasions in lower Key Stage 2 when some children are admonished for behaviour that is not causing any disruption to the lesson or affecting the progress of others.

28. Routines in the classroom are established throughout the school. For example, the pupils know to begin silent reading when they come in after lunch. The effectiveness of teaching methods is satisfactory overall. Teachers frequently plan different work for the year groups in the class. However, the monitoring of pupils' performance and the evaluation of data is not yet refined sufficiently. As a result, teachers do not always give appropriate consideration to setting tasks based on ability in terms of prior attainment. In addition, there are occasions when the amount of work planned and the time allocated to a lesson are not appropriately matched. During the inspection, children in lower Key Stage 2 became quite harassed, particularly the younger pupils in the class, when they were rushed to finish one task before moving on to another subject.

29. Across the school, use of support staff and volunteers contributes effectively to pupils' learning. Adults are well briefed and all adults in the classroom work as a team, they support, encourage and praise pupils. This is linked to effective planning and management. The quality of the work of support staff is very good. The use of resources is good, including non-fiction books for research, and there is adequate use of information technology as a tool for supporting learning. Support materials and artefacts that are available are used to improve opportunities for learning. As part of the school routine, homework is set regularly. This varies as pupils move through the school and is set appropriately for the age and level of understanding of the children. However, during the inspection homework was not used consistently to support work in the classroom. As a result, the impact of homework that had been done was unsatisfactory.

30. Opportunities for assessment are built into planning with the expectation that it becomes an integral part of the lesson. Staff make observational notes about what the pupils can do and these are used to plan future work. More formal procedures for monitoring and supporting performance and progress are beginning to be used effectively to plan suitable work for the majority of pupils. As lessons proceed, teachers use questions well to check understanding. This is used as a form of ongoing assessment. The information gathered is used to set targets for improvement with the pupils. Combined with this, teachers are beginning use pupils' own work to help them understand what they are doing, how well they have done and to show them how they can improve. This contributes to pupils' knowledge of their own learning, which is good. The use of the final part of lessons to review what has been learnt also promotes this well. Assessment, through the marking of pupils' work, is generally consistent in informing pupils of what it is they need to do to improve. Throughout the school, assessment is beginning to be used effectively to inform planning.

31. Pupils with special educational needs are taught well. Teachers plan work to suit their levels of ability and follow targets set out in their well-constructed individual education plans. Support staff ensure that pupils receive a good level of individual help. Pupils make good progress in relation to their prior attainment. However, in some English lessons in Key Stage 2 teachers do not plan a different level of work for lower attaining pupils and they are simply expected to do less of the same thing as the rest of the class. The school is yet to identify exceptionally able pupils, although there is a statement about provision for this group of pupils in the prospectus. Inspection evidence indicates that there are a small

number of pupils, the highest attaining, who would benefit from a greater challenge in the work provided.

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

32. The quality and range of learning opportunities is good. All required subjects are taught, and statutory requirements are being met in all subjects. This is an improvement from the last inspection. The curriculum for pupils under five provides good learning opportunities in all the required areas of learning as set out in the national Desirable Learning Outcomes for pupils of this age. The literacy and numeracy strategies are both well established and these occupy a considerable proportion of the weekly timetable. However, some other subjects have not been monitored as effectively by the subject co-ordinators, for example information technology and design and technology. Consequently, they are not taught in sufficient depth to ensure a good understanding of all the elements of the curriculum and attainment at higher levels.

33. The provision for pupils with special educational needs is good. This is an improvement from the last inspection when it was reported as developing. Pupils are identified at an early stage. They receive additional support in the form of small support groups with teaching assistants and have individual learning targets, especially in English and mathematics. Additional resources to support the learning are good. Many pupils have extra reading sessions, especially those identified as requiring additional support to move them onto the next level of attainment. These pupils receive three extra short reading sessions each day for a period of several weeks as a booster.

34. All pupils have equal access to all parts of the curriculum. No pupils are barred from activities, for example the residential activity week, for any reason. All pupils have the opportunity to attend the many clubs and teams that the school organises at some time during their school career.

35. The literacy strategy is in place well throughout the school. It is taught according to national guidelines, with appropriate flexibility in some lessons each week to include extension work. This includes a specific language programme each week in Key Stage 1 classes, in which four members of staff give intensive support to specific English targets for all pupils in the class. Similarly, the strategy for numeracy is firmly in place across the school. It follows national guidance and is based on a well-established commercial scheme of work supplemented by additional sessions of mental mathematics.

36. As well as the subjects of the National Curriculum, the school also includes personal and social education for all pupils. Some formal lessons for particular aspects, such as sex education and drugs awareness, are taught when appropriate. These lessons make good use of outside agencies, such as the police liaison officer, to enhance pupils' understanding. There are regular timetabled opportunities that are used to further pupils' personal development and their understanding of social and moral issues. This is a very valuable part of the curriculum for pupils' personal development and for learning to consider the needs and perspectives of other people. The school pays good attention to what is provided outside the statutory curriculum and carefully consider what to provide and whether it is what the pupils need, for example in the provision of a silent reading period throughout the school and the introduction of French for the oldest pupils.

37. The extra-curricular activities that are provided are very good. There are many clubs, including art, music, sport and computer clubs at lunchtimes, as well as football and netball clubs after school. The school also has teams in local leagues for these games. Each class has two outside visits each term, for example in the local area for geography or history, or further afield to the weather centre in Eastbourne, the Imperial War Museum or wildlife centres in the area. Visitors into the school recently include an Indian dance and drama demonstrator, a storyteller, a potter and a kite-maker. These experiences have a positive impact on pupils' understanding of the topics they are studying.

38. Links with the local community make a good contribution to pupils' learning. These include close links with the church and the village, particularly the local show in the summer, which involves a competition for pupils. A spring fair, held by the school, includes opportunities for many local organisations, such as the scouts and brownies, local playgroups, the Women's Institute and an association for the visually impaired, to come together and work for the benefit of the community. The involvement of children in this fair includes raising funds for charitable organisations chosen by participating pupils.

39. There are good connections with other educational institutions. Local playgroups are among the organisations that the school liaises with on a regular basis. Other primary schools and comprehensive schools in the locality are also met with frequently for discussions of mutual interest and concern. Some joint training events are planned. One teacher from a nearby comprehensive school has carried out a basketball demonstration lesson recently and the school hopes that this will expand into a wider sporting contact. Other sporting links include the regular school team matches for football and netball. These are a focus for promoting team spirit and whole-school enjoyment.

40. Pupils' spiritual development is provided for well through assemblies as well as in lessons such as art, physical education, music, science and in the study of literature. There are good opportunities for pupils to reflect on matters that go beyond their everyday lives and to gain a sense of awe and wonder at some of the wonderful things in life.

41. The school makes good provision for pupils' moral development. Pupils learn to tell right from wrong in particular lessons, for example through discussions, as well as in assemblies, in the general life of the school and in the examples set by most staff in the course of a day. Each class has its own set of rules, decided largely by the pupils, and the school also has a set of agreed rules for pupils to follow.

42. The provision for social development is good. At the time of the last inspection, some of the younger pupils were reported as having too much independence without a structured framework. The school has addressed this issue and during this inspection, pupils of all ages were seen working independently when it is befitting to do so, but also co-operatively and collaboratively in groups. Pupils, from the youngest to the oldest, are regularly encouraged to take responsibility in classes. Opportunities range from class rotas for looking after books, lunch boxes and registers to running a stall at the spring fair. Each week, pupils collect money for charities. The charities are chosen by the pupils and have included Help the Aged, the National Society for the Prevention of Cruelty to Children and the Royal Society for Prevention of Cruelty to Animals. Currently, pupils are collecting for Action Aid, particularly for a child in Kenya. Pupils relate to each other well; they work together sharing ideas on the computers, play together in team games in lessons and mix well at break and lunch times. Pupils also support each other's learning each week in a paired reading session.

43. Pupils have a good awareness of local culture through lessons and from visits in the

locality to places of interest. These opportunities develop their knowledge of their own heritage well. The school has also begun to raise pupils' awareness of Britain as a multi-cultural society, through such events as the Indian dance and drama workshop. However, there are insufficient opportunities for pupils to understand the richness and diversity of cultures and to learn that in appreciating other cultures, they can enrich their own experiences.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school provides satisfactory educational and personal support and guidance for most pupils. However, during the inspection there are a small minority of pupils in Key Stage 2 who did not receive the same caring support and attention as their peers in some lessons. The monitoring of personal development of pupils is good. Staff, who know pupils well, are aware of their needs and, almost without exception, work hard to sort out problems if they arise. Child protection procedures are in place, however during the inspection there was concern that several pupils in lower Key Stage 2, did not receive the respect they deserved from a teacher. There is good access to all parts of the school for those with physical disabilities. Overall, staff demonstrate good concern for children's welfare and provide support when it is needed. Most parents are supportive of, and believe that, the values and attitudes towards learning instilled in the school benefit their children. Pupils with special educational needs are fully integrated into school life and, like the majority of pupils, enjoy learning and respond well to the praise and encouragement they receive.

45. During the period from 1996 to 1998 there is little evidence to show that the school made accurate assessment of pupils' attainment. This is borne out by discrepancies in the teacher assessments and test results. In addition, staff did not work together to agree levels of attainment to ensure that they had a clear understanding of where to pitch tasks they set. Monitoring of academic performance, in order to track progress, had not been carried out consistently. This is evident from the scrutiny of pupils' records and is upheld by parents concerns that they have not felt fully informed about the progress that their children were making. Satisfactory formal assessment and tracking procedures have now been put in place and there has been a rapid move to ensure that teachers know what each child can or cannot do and to relate this knowledge to curriculum levels so as to set realistic academic targets for each child. However, there has not as yet been enough time for teachers and subject co-ordinators to gather, analyse, evaluate and use the assessment data to move learning on sufficiently and to ensure that all pupils make the progress of which they are capable.

46. An initial assessment is carried out during children's first term in the reception class, and repeated again on entry to Year 1 to evaluate the progress they have made. The school is beginning to use data from the assessments to identify individual children's strengths and weaknesses and to set targets for development. This is having a positive impact on standards, as the pupils are aware of what they need to do to improve their performance. Assessment in English and mathematics is linked to the strategies for these subjects. Mathematics assessments are particularly useful for assigning levels of attainment to pupils' work. As a result, staff have a good understanding of what the pupils know and can do. The procedures offer a good model on which the school can further develop assessment. As yet, there is insufficient data available to accurately monitor and support academic performance and progress effectively in all subjects. However, as information from assessment is building up, the school is using this to identify more precisely how pupils are building on their prior attainment and the standard they are achieving.

47. The school has begun to analyse data available from tests and assessments and has set realistic targets for improving performance overall. These are kept under constant review by the headteacher, although subject co-ordinators are not involved effectively in this process. However, monitoring of academic performance is currently unsatisfactory as the bank of information about what pupils' know and can do is limited. The school is well placed to improve this as information from assessment is recorded and collated. Improved assessment procedures has led to better identification of pupils with special educational needs and data is currently being used effectively to set work programs that match pupils' individual needs. Children with special education needs have an individual education plan set with targets for learning. Appropriate tasks are planned for them while remaining full members of the class at all times. This has had a positive impact on the standards pupils' achieve. At present, assessment is not being used to identify the highest attaining pupils.

48. The use of assessment to guide long term curricular planning is unsatisfactory. Teachers and co-ordinators are not making full use of data to plan future lessons, and activities within lessons, consistently for pupils of differing abilities. Consequently, there are times when pupils do not achieve the highest standard possible. Subject co-ordinators are not fully involved in using data to plan future developments, for setting targets for improvement in the curriculum or evaluating performance.

49. The monitoring of pupils' behaviour is good. Incidents of unacceptable behaviour are logged and action is taken promptly. Monitoring of pupils' attendance at school is satisfactory. Attendance registers are checked regularly, but there are no targets for increasing attendance levels.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents have satisfactory links with the school overall. A significant number of parents work in the school on a regular basis and many support the staff very well with visits out and after school activities. There are daily opportunities for parents to speak with the staff both before and after school. The headteacher has an 'open door' policy and despite her teaching commitment makes herself readily available to speak with parents if they have concerns about their child. The last inspection reported that the relationship between the school and parents was very good. The initial concerns of roughly one fifth of parents responding to the questionnaire about the change in leadership and management style of the school have abated somewhat, and inspectors were told by a significant number of parents about a growing like and respect for the headteacher. Parents, mainly of older pupils, had a concern about their relationship with the school. A number of these complaints related to the year before the inspection and inspectors noted how the headteacher has assiduously listened to points raised with her by parents and made adaptations to policies or procedures as a result. For example, the homework policy has been revised and the amount of homework adapted. Despite this response, parents responding to the pre-inspection questionnaire still felt there was too much or not enough homework.

51. The quality of information provided for parents is satisfactory. The prospectus is clearly written and is informative and the head teacher's newsletters let parents know what is happening. Parents are invited to twice yearly open evenings and there is good attendance. In addition, there are chances during the term to speak to staff and find out about a child's progress. Parents report that they are pleased to have the opportunity at the beginning of a term to attend a planning meeting where they can hear about the curriculum that will be covered. However, a number of parents expressed concern that they did not receive enough information about their children's progress. Whilst there are plenty of

opportunities to discuss what children are doing, it is only in the last year that teachers have begun to track progress more carefully and have had detail to discuss. Scrutiny of the end of year reports shows that they have not sufficiently reported on the progress made by pupils in the past. While they give detail on what has been covered during the year, they do not give sufficient detail of what pupils' know, understand and can do or targets for improvement. In addition, not all reports cover the progress made in information technology. This method of reporting is unsatisfactory, but the school has recognised this.

52. The impact of parents' involvement in the school is good and has a positive impact on standards. The parents' teachers association, formalised in September 1999, is active and raises considerable funds for the school that are used to the benefit of the pupils. The school also involves parents in activities, such as the development of the under-used area of the grounds containing the old swimming pool. There is good use made of the many skills offered by parents, such as coaching swimmers, helping with art and hearing readers and this has a good impact on the standards achieved by the pupils. Parents' contribution to their children's learning, through help at home is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The contribution of the headteacher in managing the school is good. She has provided purposeful and focused leadership since her appointment in September 1998 and has established an appropriate vision, based on raising standards, within the Christian ethos of the school. The headteacher has effectively raised the moral of the staff. As a result, the staff have worked together as a team and key issues of the previous inspection have been addressed and new initiatives have been developed. Systems and procedures, for example for assessment and monitoring, are becoming established. However, it is too soon to accurately judge the impact of these on standards. The management role of the deputy headteacher and curriculum co-ordinators have been developed and staff have a better understanding of the contribution they make. The deputy headteacher has an important pastoral role and supports the headteacher well in this aspect of school procedures.

54. The issues in the last inspection report were not addressed until 1998 when the headteacher was appointed. Since then, progress has been better than could be expected in the circumstances. The headteacher, deputy headteacher and governors have an appropriate shared commitment focused on improvement in standards.

55. The school's aims and values are generally reflected in its daily work. The importance of personal development, including moral and social development, has an appropriate priority within the Christian ethos of the school and parents appreciate this. The school's aims and values are also appropriately reflected in its work within the community. The school has improved the assessment procedures to identify the percentage of pupils with special educational needs. However, the use of assessment and monitoring of pupils' academic progress has not been evaluated or extended sufficiently to identify the highest attaining pupils in order that they can make the best progress of which they are capable.

56. The governing body is fulfilling its responsibilities appropriately. The chair of governors is new to this position and other members of the governing body taken up their position since the appointment of the headteacher. They have a satisfactory awareness of the school's strengths and weaknesses, through formal monitoring visits and their work in the school on a daily basis. As a result, they have a suitable role in shaping the direction of the school. Governors are well informed and have regular training if appropriate. There are appropriately nominated governors for literacy, numeracy and special educational needs. In

addition, each governor has a specific subject responsibility. The governing body undertakes much of their work through a committee structure, which makes good use of individual knowledge or expertise. The governing body is presently developing a committee that will focus on evaluation, which is currently an area that requires development, and the concept of best value.

57. Since 1998, the headteacher, in consultation with staff, governors and, more recently, parents has developed a management plan to drive school improvement. The current plan is constructed to include criteria that can be evaluated and this is a great improvement on previous plans. However, the success criteria need to be more focused on what will be achieved so that the impact of initiatives on standards can be evaluated effectively and future developments can build on the findings. The suitability of the school's priorities for development, as outlined in the school management plan, is satisfactory.

58. In monitoring and evaluating the school's performance, all staff and governors have a share in taking action through discussion. However, more formal monitoring of the school's performance and of teaching and learning is at an early stage of development. Currently, it is unsatisfactory in terms of consistently evaluating information and taking effective action as a result. This present position reflects the findings of the previous inspection and evidence indicates that this area was not developed following the last inspection until 1998. The role of the co-ordinator has been developed well in the past year. As a result, they have better knowledge of standards in the subjects they are responsible for and have begun to have an impact on maintaining levels of pupils' performance or raising standards. As the role is developing, co-ordinators have more knowledge of the planned curriculum and staff have an improved understanding of what is required of them in order to effectively manage the subjects for which they are responsible. However, monitoring and evaluation of performance data, gathered through monitoring and assessment, is currently undertaken by the headteacher. Subject co-ordinators are not yet fully involved in using data to plan future developments or setting targets for improvement and this is unsatisfactory.

59. The headteacher and governing body have established good procedures for financial planning and monitoring of expenditure. The headteacher places a high priority on this as the budget was in a vulnerable position on her appointment. As a result, expenditure decisions follow educational priorities and are now based on an assessment of standards. Specific grants are used suitably to support school priorities, such as the improved provision for pupils with special educational needs. The newly appointed financial assistant has been delegated a suitable role, particularly in monitoring the budget. The school has a high income and expenditure per child and makes good use of its resources for the benefit of the pupils. The school provides an effective learning environment and satisfactory value for money. Principles of best value are applied appropriately through fair competition in the provision of goods and services, through challenging decisions about what is provided outside of the statutory curriculum, through the comparison of standards and through full consultation with staff and governors before setting priorities. The school makes satisfactory use of the information technology systems it has in school administration.

60. The school is suitably staffed and the pupil to teacher ratio is favourable. Non-teaching assistants give teachers and children very good support and they make a very valuable contribution to pupils' learning. Appraisal systems are in place and are used to establish priorities for professional development. Induction procedures are sound, although the size of the school means that much induction is done on an informal basis. The school has the potential to be a provider of initial teacher training.

61. The accommodation is satisfactory for teaching the subjects of the National Curriculum and the recent improvements have had benefit to the pupils and staff by creating better work areas. However, the location of the pupils' toilet block is some way from some of the classes and this does cause a disruption to learning. In addition, the facilities available for the number of boys on roll is comparatively low. Accommodation is well maintained. The adequacy of resources is good and they are used effectively to support learning. Classes are well organised to make the best use of space, for example to make a small computer suite. The library has been re-located and now provides an attractive area for pupils to browse and conduct research. The entrance has been re-modelled to provide a comfortable and pleasant reception area. The out-door play area is large enough for the number of pupils on roll, although the secure play area for reception children is too small for more than a few children to play safely. There is no equipment for these children to climb on or room in the discrete area to use wheeled vehicles, which would further promote their creative and physical skills. Work is under-way to develop the outside pool to make an environmental and quiet area for pupils, providing a good area for study and for relaxation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. What could be improved?

- The achievement of the highest attaining pupils.
- The use of assessment data to monitor and support academic performance and progress and report to parents. This has been recognised by the school and is a priority in the latest draft of the school management plan.
- Further development of the role of the co-ordinator. The development of the role of the co-ordinator has been a school priority since 1998 and is highlighted for further development in the draft management plan.
- Monitoring and evaluation of the school's performance and taking effective action to further improve provision.

63. In order to further improve standards achieved by all pupils the school should now:

(1) Improve the achievement of the highest attaining pupils by:

- identifying the most able pupils;
- planning work for individual pupils or groups of children that builds on earlier achievement and provides appropriate challenge.

(Paragraphs: 4, 6-11, 23, 26, 28, 30, 31, 45, 47, 48, 55)

(2) Improve learning by using the data gathered from assessment to:

- identify the academic needs of all pupils and set work appropriately matched to their ability to ensure that they make sufficient progress;
- monitor pupils' performance and progress by building up profiles of pupils' attainment;
- set targets for improved performance targets that build on what all individual pupils' know, understand and can do;
- evaluate pupils' performance in all subjects taught;
- inform future planning;
- report to parents.

(Paragraphs: 4, 6-8, 10, 11, 13, 26, 28, 31, 45-48, 51, 55, 58)

- (3) Develop the role of the co-ordinator by providing opportunities for them to:
- regularly monitor teaching in subjects they manage so they know what is happening in the classrooms;
 - sample pupils' work on a regular basis and agree levels of attainment;
 - use data to evaluate performance, guide long term planning and set targets for improvement.
- (Paragraphs: 32, 45-48, 58)
- (4) Monitor and evaluate the school's performance by:
- sharpening the focus of criteria for measuring the success of developments and evaluating the impact of these on the quality of education and standards attained;
 - involving co-ordinators more fully in setting the priorities for the subjects they manage;
 - providing opportunities for teachers to analyse and draw on the approaches that work best with particular pupils and provide training for colleagues, including the demonstration of lessons if good practice has been identified;
 - ensuring that information gathered through monitoring is used to improve provision and overcome weaknesses.
- (Paragraphs: 13, 28, 32, 45, 47, 48, 55-58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	8	54	36	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	97
Number of full-time pupils eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	19

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	5	5
	Girls	6	7	7
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	80 (79)	80 (86)	80 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	4	3
	Girls	5	6	0
	Total	10	10	3
Percentage of pupils at NC level 2 or above	School	67 (68)	67 (86)	20 (21)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	10	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	6
	Girls	10	10	10
	Total	16	18	18
Percentage of pupils at NC level 4 or above	School	73 (73)	82 (82)	82 (82)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	9	10	10
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	68 (68)	73 (68)	73 (77)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	91
Any other minority ethnic group	2

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)	4.7
Number of pupils per qualified teacher	26
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	45

Financial information

Financial year	1998/1999
	£
Total income	204 233
Total expenditure	200 100
Expenditure per pupil	1 853
Balance brought forward from previous year	1 578
Balance carried forward to next year	5 711

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	97
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	35	18	2	2
My child is making good progress in school.	39	41	18	0	0
Behaviour in the school is good.	43	47	2	0	2
My child gets the right amount of work to do at home.	24	49	16	8	24
The teaching is good.	45	39	8	12	0
I am kept well informed about how my child is getting on.	27	39	18	12	0
I would feel comfortable about approaching the school with questions or a problem.	47	35	10	6	0
The school expects my child to work hard and achieve his or her best.	31	57	8	2	0
The school works closely with parents.	24	53	16	2	0
The school is well led and managed.	22	49	12	8	0
The school is helping my child become mature and responsible.	31	51	8	2	4
The school provides an interesting range of activities outside lessons.	24	63	6	0	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Context

64. Children enter the reception class at the beginning of the autumn term in the year they will be five. At the time of the inspection, there were five children under five. The two older children attend school full-time and three younger children are part-time, attending mornings only. Children are taught in a mixed reception and Year 1 class. The children currently under five have all had pre-school experience and the majority of children coming into school have attended local nursery schools. The results of initial assessments indicate, and inspection evidence confirms, that children's attainment is broadly in line with that expected for this age when they enter school. Curriculum provision and planning take account of all the required areas of learning in the national Desirable Learning Outcomes, and prepares pupils to work on the National Curriculum. Children make satisfactory progress and the majority are on line to attain the nationally expected levels by the time they are five in personal development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. There are no children under five on the register of special educational needs, although staff identify and monitor children likely to cause concern as they progress through the school. Issues highlighted in the previous inspection report have been addressed and the quality of learning experiences and breadth of the curriculum offered are good.

Personal and social development

65. Children make good progress in their personal and social development because the class provides a welcoming and lively environment that helps young children to settle in and feel part of the school. Children are quick to respond to the routines of the class so that by the time they are five, they show confidence and relate well with adults, with each other and their older peers. They develop a good level of independence in selecting an activity, in dressing themselves and in personal hygiene. Children respond positively to the opportunities to take on class responsibilities and undertake jobs such as taking the register to the office and helping to tidy up successfully. The teacher sensitively encourages children to participate in activities when they are required to sit and listen to others and they do this attentively. Older children were observed sharing their feelings and listening carefully to others. Children attend acts of collective worship with the rest of the school and this helps them to know other pupils in different classes. They have the opportunity to mix with their older friends or siblings at break-times and in sessions when children of different ages read together. This helps to develop their social skills in a range of differing situations.

66. Teaching in this area of learning is good. The teacher provides for a range of social experiences, such as role-play activities, sharing news and stories and turn taking in speaking and listening sessions. The children are encouraged to become independent, and are provided with good examples by their peers, particularly when they join them for class sessions. On occasions, there were inconsistencies in the management of behaviour and, as a result, children were not always encouraged to listen to each other and take turns to speak.

Language and literacy

67. Children develop their literacy skills and their achievement in this area of learning is satisfactory. Children contribute to discussions confidently and share their ideas and experiences. They are beginning to acquire new vocabulary and their speech is gaining

fluency and expression. The higher attaining children read simple texts, using the pictures and letter sounds to help their understanding. Others recognise their names and familiar words. Children enjoy sharing books during the literacy hour and they listen well to their teacher and each other during this time. Children are developing satisfactory early writing skills and learn to form their letters correctly. The lower attaining children are beginning to make marks and copy letters, while those of average and above average ability produce simple sentences with some appropriate use of capital letters.

68. The quality of teaching is good overall. Opportunities are provided for children to develop their early speaking and listening skills through the range of activities provided. The children are very enthusiastic to participate, but at times this is not managed effectively to stop them calling out. The teacher encourages children to share in the whole class session of the literacy hour with older reception-aged pupils and their Year 1 peers. Focus is given to word and sentence work and as a result, children learn to connect the names and sounds of letters. Questions aimed at children under five during this session encourage them to respond and give them confidence to participate. This contributes to achievement. The teacher provides planned activities for children to develop writing skills. For example, in formal sessions where they are taught to form letters correctly and more informally, such as providing the materials for children to write their laundry lists for Mrs Tigglywinkle in the role-play area. Good support is given by non-teaching staff and the teacher during group activities. They ensure that all children receive some individual attention.

Mathematics

69. Children develop their mathematical skills well and they achieve as expected for children of this age. They can sort, order and match objects and complete jigsaws. They can recognise and recreate patterns. Most children can count to ten. Some higher attaining children can recognise numbers beyond ten. They learn to match the correct number of objects to a numeral and are learning to record their work. Water and sand play experiences extend children's understanding of size and capacity. They join in number rhymes and songs and develop their understanding of position and direction in other areas of learning, such as following instructions in physical education lessons.

70. The quality of teaching is good. The teacher provides the children with regular mathematical experiences, through sharing in part of the numeracy hour and providing activities selected to develop their mathematical knowledge. As a result, they build on their prior learning. There are planned opportunities for children to explore, think and develop their mathematical understanding through water and sand play, cooking, construction sets and sorting games.

Knowledge and understanding of the world

71. Achievement in this area of learning is satisfactory. Children investigate and observe changes in the weather and make simple recordings of their findings. They make simple plans of their homes as a homework task. They learn about familiar local places in the south of England. A sense of history is developed through learning about toys in the past. They use computers with some confidence, controlling the mouse to move the cursor around the screen and, with help from an adult, they begin to use their skills to control a programmable robot.

72. The quality of teaching is satisfactory. Within the scheme of work, a satisfactory range of opportunities for the class is planned. Activities for the reception-aged pupils are adapted to meet the needs of children under five, helping them deepen their knowledge and understanding. However, children are not always expected to produce well-presented

recordings of what they have learnt. Sufficient opportunities are provided for children to explore for themselves in play situations.

Physical development

73. Achievement in physical development is satisfactory, and most children reach the Desirable Learning Outcomes by the time they are five. Children handle pencils and crayons, paint brushes and scissors with control and other tools and materials safely. During the inspection, they were observed using good control when building a fairy tale castle with wooden blocks. Most children can change their clothes and get ready for physical education lessons independently. They show imagination and skill in moving in different ways and following instructions. They learn the rules of simple ball games and can work co-operatively with a partner and this contributes to achievement.

74. Teaching is satisfactory. There are suitable opportunities for children to develop fine motor skills during daily activities. All children have the opportunity to develop gross motor skills in planned lessons. However, because of timetable restrictions, younger children attending part-time do not receive as many opportunities for physical education lessons as their older counterparts. During the inspection, there were insufficient opportunities for children to use wheeled vehicles or to develop skills in moving on apparatus.

Creative development

75. Children make satisfactory progress in their creative development and achieve the Desirable Learning Outcome by the time they are five. They play creatively in the role-play area and use artefacts and dressing-up clothes to enhance their imagination. When painting, they select colours carefully and children achieve the success of making a new colour when they experiment with mixing. They follow instructions to draw and cut out outlines for making their own jigsaw puzzles. Children enjoy and participate in rhymes and singing. They learn rhythm through clapping and tapping and using percussion instruments. They participate in singing with the rest of their peers and join in the words they can recall.

76. The quality of teaching is good overall. Art activities are well matched to the children's interests and stage of development. Demonstration shows children how to develop a technique and time is allowed for experimentation. They are provided with a range of materials and activities, including different painting and drawing media and recycled material. During the inspection, opportunities were provided for children to act out stories using dolls, toys and construction apparatus however, but direct intervention from adults to improve the quality of play was insufficient. The way sessions are timetabled means that younger children attending part-time do not receive as many opportunities for creative development as the older children do.

ENGLISH

77. In the 1999 tests and assessments at the end of Key Stage 1, standards of attainment were broadly in line with the national average in writing and below average in reading. When compared to similar schools, pupils' performance was well below average. In Key Stage 2, levels of attainment in the end of key stage tests and assessments were broadly in line with the national average. In comparison with similar schools, performance was below average.

78. In work seen, standards in English by the end of Key Stage 1, in speaking and listening are at least in line with expectations. The school places a high emphasis on developing these skills as central to pupils' learning across the curriculum. Work covered in this key stage builds on prior attainment and pupils are achieving appropriately. By the end

of Key Stage 2, there is development in the skills of communication. Pupils make suitable achievement in relation to prior learning. Attainment in lessons is never below expectations, but the highest attaining pupils, who are very articulate when they are engaged in general conversation, are reticent to contribute in class discussions.

79. By the end of Key Stage 1, attainment in reading is above national expectations. Phonic skills are taught well and established sufficiently to enable average and higher attaining pupils to correct their own mistakes and to approach unfamiliar words with ease. Lower attaining pupils are able to succeed in this when given support. The implementation of word level work during the literacy hour is providing improved opportunity for the early achievement of pupils of all abilities to be built on systematically. Attainment at the end of Key Stage 2 is above expectation. All pupils read expressively and average and higher attaining pupils read with a good degree of understanding.

80. Attainment in writing is in line with nationally expected levels at the end of Key Stage 1. Pupils of all abilities write with a desire to communicate their ideas. Suitable demands are placed on pupils and achievement in relation to their earlier learning is appropriate. By the end of the Key Stage 2, standards in writing are at least in line with expectation, early skills learnt have been built on and pupils continue to make appropriate achievement. Writing skills cover an appropriate range of styles. There are opportunities for pupils to write at length and average and higher attaining pupils generally write with a degree of sophistication and creativity. However, the highest attaining pupils in upper Key Stage 2 do not always put the degree of effort into their written work that they are capable of and work is not consistently levelled to place sufficient demands on them.

81. Overall, pupils' achievements are at least in line with national expectations and a significant number of pupils in both key stages are on line to attain above the expected levels. However, monitoring of performance is under-developed and the highest attaining pupils are not consistently presented with tasks that challenge them sufficiently. Since the last inspection, the school has maintained satisfactory standards in the areas previously highlighted. Current data available shows that pupils are making better progress in Key Stage 1 than reported in the previous inspection. In Key Stage 2, however pupils' progress is now only satisfactory, where previously it was judged to be good.

82. In general, teaching and learning in Key Stage 1 is good. As a result, pupils are interested and attentive; they are keen, and they try hard. Lessons are well planned, good use is made of resources and support assistants and this contributes to satisfactory achievement in all areas of the scheme of work. Pupils' speaking and listening skills are developing well due to the attention teachers give to providing opportunities for pupils to practise these individually, in response to specific questions, or in group and class activities. This results in children who are lively and interested in discussions. They talk about what have learnt and demonstrate their knowledge and understanding at their individual ability level. High priority is given to developing reading and pupils of all abilities learn to read a variety of texts for different purposes, including fantasy and real-life stories, reference books, and poetry. The decision to teach pupils in Year 2 as a separate group has benefited them as the work planned matches their ability. As a result, all pupils are making the progress of which they are capable.

83. In Key Stage 2, teaching and learning is satisfactory overall. The objectives of the lesson, identified learning intentions and organisation of the different elements of the lessons are good. As a result, pupils are learning about the different aspects of language and literacy required in the Key Stage 2 scheme of work. However, work planned is levelled at the different year groups in the class rather than directly linked to pupils' abilities. As a

result, the rate of learning is restricted unless there is direct intervention for a group of pupils from the teacher or support assistant. When left unsupported, pupils are easily satisfied with the standard of work they produce and there is insufficient challenge for them to do better. The highest attaining pupils in Key Stage 2 are not challenged by the teaching methods or by the subject of some lessons. Teachers plan opportunities for pupils to practise and develop their handwriting skills. Pupils learn to write with a very neat script in handwriting lessons. However, they frequently revert to an untidy print or semi-cursive writing when doing other work. During lessons in upper Key Stage 2, learning support assistants are sometimes used to support the younger pupils in the class and they do this very well. However, this restricts the support given to lower attaining pupils who have specific special needs and would make better gains in their learning if they had the support of an adult.

84. An additional learning programme is built into the English curriculum in order to boost pupils' progress, as well as giving some variation to lessons. In addition, a system for giving more intensive support to groups of pupils to move them on to the next level, 'fast-track' readers, in both key stages is good. As a result of these initiatives, good results are being noted in terms of the improved achievement for lower and average attaining pupils. The lower attaining pupils are given much additional support, and this is very effective in raising standards in all elements of English, especially in Key Stage 1.

85. The planned curriculum is good and gives good emphasis to the importance of reading and to using writing skills in other subjects. There is generally good liaison among staff throughout the school in planning what will be taught in each year. Monitoring and tracking of attainment has not been consistent since the last inspection. Until recently, there has been insufficient data available to use for planning and setting appropriate targets. However, procedures have now improved and assessment of pupils' attainment is being undertaken regularly and is appropriately recorded. Individual pupil reports satisfactorily outline progress as well as saying what work they have covered. The continual assessment of reading skills is good and teachers use this to pitch reading material at the correct ability level as a result. Resources are good, including a very good range of well-chosen 'big books' for class reading, good reading schemes, reference books and works of fiction. Staff use a good selection of tabletop games and other materials to support learning. The library is a good resource, and it is used well for small group work. More opportunities could be planned for the use of the library to develop pupils' personal study skills and independent research.

86. The management of the subject is good. The literacy strategy has been put into place well throughout the school, and the co-ordinator monitors teaching plans and has observed some teaching. To improve standards, further development in monitoring and the setting of appropriate targets for development is needed.

MATHEMATICS

87. In the end of Key Stage tests and assessments in 1999, attainment in mathematics was well below the national average and performance was very low, in the lowest five percent in the country, when compared to similar schools. In Key Stage 2, attainment was above average when compared nationally and in line with similar schools. The trend over time for pupils' performance has been above national averages. Although performance in the year 1999 shows a decline, the work seen in samples provided showed a significant number of pupils in Key Stage 1 to be achieving above the nationally expected levels. Over 50 per cent can be expected to achieve above the expected level in the end of key stage tests and assessments. A similar picture was seen in Key Stage 2. Work samples

show that at the beginning of Year 6, pupils were working on or near to the expected level. However, in more recent work, including that seen during the inspection, a significant number are working above expectations. Over 50 per cent of pupils can be expected to achieve above expectations in the end of year tests and assessments.

88. In general, the teaching and learning in Key Stage 1 is good. Pupils are attentive and keen to participate, especially in the mental mathematics element of lessons. In the well-planned lessons clear targets are set and explanations and demonstrations help pupils to be clear about what is expected of them. Pupils of all abilities show their understanding by contributing and participating readily in the tasks set. Effective use is made of resources to help pupils' understanding of concepts such as division, and this contributes to good learning. Other adults contribute very effectively to supporting pupils' learning. For example, reception-aged children are helped to understand repeating patterns and form them using coloured shapes. In response to good quality questioning, pupils begin to predict how the pattern will continue. As a result of the good quality of support given, the majority of pupils in the group achieve well. Work is appropriately set for pupils of differing abilities. However, when worksheets are not explained thoroughly some pupils are confused if they are working in unsupported groups and some do not achieve as well as those who are supported by an adult. In the longer term, pupils are achieving as least as well as can be expected in all areas of the work.

89. The organisation of teaching Year 2 pupils as a separate group affords the opportunity for boosting pupils' achievement. In these sessions, effective teaching, combining the build up of skills with a good review of learning, leads to appropriate support for the lower attaining pupils and challenge for the higher attaining. The system for giving more intensive support to Year 2 pupils helps to move them on to the higher levels and achieve appropriately. In group activities, the higher attaining pupils make up their own sums using numbers that are not easily divided and can explain how they achieved the answer. In doing this, they demonstrate they can use a variety of calculations. They build on their previous knowledge and make appropriate achievement in the application of their skills.

90. In Key Stage 2, teaching and learning are good overall. Unsatisfactory teaching was not observed, but unsatisfactory behaviour management was observed during two lessons seen in lower Key Stage 2. Although the learning intentions and organisation of lessons are mainly good, teachers do not give sufficient attention to the prior attainment of individual pupils and group them according to this, rather than their age. The general level of expectation and motivation to develop pupils' learning further is inadequate for the highest attaining pupils. Tasks set for these pupils, in all year groups within the key stage, are not adequately demanding and do not present pupils with sufficient challenge to promote good achievement.

91. When teaching is good, teachers use questioning skilfully and target questions at particular pupils in order to find out what they know. Pupils' attention is focused and they use their existing knowledge to answer questions. This demonstrates the pupils' sound understanding of concepts. For example, pupils in Year 3 explain confidently about doubling numbers and that the opposite of doubling is halving. Higher attaining pupils know that this is an inverse operation. Good teaching ensures that pupils can apply the skills they have practised to different problems and learning is good as a result. For example, pupils of all abilities in Year 6 confidently discuss a range of strategies they may use to solve calculations involving money. They break down problems into stages and use all four number operations confidently to achieve an answer. Pupils record carefully and accurately to show each element of their workings. This demonstrates their understanding of number

operations. Pupils generally work well in pairs and this promotes learning as they share ideas and challenge each other. Co-operative work also encourages pupils to check their own work, as they need to be clear in their explanations to each other of how they might approach a problem. Overall, pupils in Key Stage 2 are confident in their work and can articulate their reasoning well. However, in the upper key stage class some pupils are reticent to respond to teacher's questions in front of the whole class. It is only due to skilful and probing questioning that the teacher is able to encourage pupils to contribute to the final element of the lesson.

92. Since the last inspection, the school has maintained standards reported. During the last inspection, progress made by pupils was reported as being worse than expected in two in five lessons in Key Stage 1. However, pupils now achieve appropriately in all lessons observed. Inaccurate assessment of pupils' knowledge and skill has not contributed to satisfactory tracking of pupils' progress since the last inspection. This continued to be a problem until recently and could be seen in the discrepancies in test results and teacher assessments in 1999. Assessment has now improved considerably, and is linked to the scheme of work. This is helping teachers to be much more accurate in their assessment of pupils' achievements. As a result, teachers are pitching the level of tasks more closely to build on prior learning, although tasks set for the highest attaining pupils are not sufficiently challenging. There is now more accurate data available to use for monitoring performance and progress, for planning and for setting appropriate targets.

93. The improvements in assessment are beginning to build up a picture of pupils' achievement as they move through the school. As a result, teachers are in a better position than they were at the time of the last inspection to plan lessons and tasks that build on pupils' prior learning. As a profile of progress is building up, teachers are using this to plan more precisely to meet pupils' needs and this is beginning to contribute to further improvement in the subject. Staff use a good selection of games and other resources to support learning, and they are constantly using more first-hand experiences to promote learning.

94. The management of the subject is good. The numeracy strategy has been put into place effectively throughout the school. The headteacher, who is the co-ordinator, monitors the implementation of the curriculum well at all levels as she is able to combine her co-ordinator role with monitoring as headteacher. The scheme of work is good; it covers all of the required elements of the national strategy, and gives good emphasis to mental mathematics and the application of skills in problem solving. The school has reviewed the way it organises teaching in mixed aged classes and current organisation reflects advice given. Pupils' achievement is satisfactory, but further consideration to grouping pupils is needed to improve the progress made by all ability groups. There is sufficient emphasis on all elements of the required curriculum and this is an improvement since the last inspection.

SCIENCE

95. Standards achieved at the time of the previous inspection were reported to be sound. In the end of Key Stage 1 teacher assessments in 1999, attainment was well below the national average, but data available during the inspection does show that teacher assessments were unreliable in the past. Recently, the school has established more rigorous procedures to improve teacher assessment in the end of key stage tests in 2000. In Key Stage 2, attainment in the 1999 tests and assessments was broadly in line with the national average. Currently, pupils at the end of both key stages are attaining standards at least in line with national expectations and a significant number are on line to achieve above national expectations in end of year tests and assessments. However, information

gathered from monitoring of performance and progress is not yet being used to set challenging work consistently for the highest attaining pupils. Since the last inspection, the school has continued to give the emphasis to first-hand investigation that was commented on as a positive feature in the last report. Attainment in experimental and investigative science is above the expected levels and this is a strength of the subject.

96. By the end of Key Stage 1, pupils achieve a sound knowledge of science and the teachers build on prior learning consistently so that skills of scientific enquiry are established. Pupils of all abilities study appliances found in the home purposefully and decide how they are powered, as an introduction to electricity. They use this knowledge to achieve the completion of simple electrical circuits and are encouraged by the teacher to use subject specific vocabulary, which the higher attaining pupils do with confidence. Pupils explore and recognise the differences and similarities in materials. Pupils know what makes things move and as a result of their achievement, they understand the effects of weather and materials when studying the flight of kites. They observe the weather and understand the effect of heat and cold on their choice of clothing. When required to, pupils use their writing skills to achieve effective ways of documenting their work. They make simple recordings of their experiments, and use drawings, charts and labelling effectively, although average and higher attaining pupils are not always encouraged to provide enough detail.

97. By the end of Key Stage 2, pupils have learnt what a fair test is and know why it is necessary. They build on what they already know and record their experiments appropriately. They provide clear accounts of what they have found out and use their knowledge to evaluate the results. Younger pupils in the key stage learn about different creatures and are encouraged to think of different ways to classify them. Through effective modelling by the teacher, they build on what they know and produce a key to show the attributes of the selected creature. Work seen shows they have a good knowledge of the human skeleton, the major organs of the body and the positive effects of physical fitness. Pupils in Years 3 and 4 learn about magnetism and the properties of materials and achieve sound knowledge about the properties positive and negative forces. Pupils in Years 5 and 6 build on what they already know and develop an understanding of gravity. Due to good opportunities for independent experimentation, pupils achieve well in relation to what they previously knew and could do. During the inspection, they were observed conducting tests on helium balloons to find out how to balance the forces at a certain distance from the ground. Pupils produced their own charts to record their predictions and results. The majority worked hard to discover the best methods to use to obtain the results. Standards of recording in topic books are good and evidence is effectively presented in tables, charts and graphs. Earlier methods of recording are developed and improved with the result that experiments are well set out in a scientific format.

98. The quality of teaching is good overall at both key stages and this is an improvement since the last inspection. Teachers' subject knowledge is good and planning is thorough. Where appropriate, activities are matched to the different needs of the majority of pupils. This contributes to achievement. Pupils with special educational needs are provided with good support from classroom assistants. The good teaching is characterised by clear objectives for pupils' learning, which are shared with the pupils so they know what is expected of them. Where teaching is good, there is a good focus on the key terms and vocabulary needed and this helps pupils to achieve at least the expected levels of attainment. There is good attention to the provision of resources that enable pupils to work independently and build on prior learning. Good use is made of questioning to extend pupils' thinking so they use their prior knowledge. Effective summing up at the end of lessons emphasises the objectives of the session and enables pupils to contribute their ideas and evaluate their findings. Teachers in Key Stage 1 provide pupils with good

practical experiences and introduce appropriate vocabulary. However, pupils are not always provided with sufficient opportunities for recording, including written accounts. In Key Stage 2, teachers provide particularly good guidance for investigation and research and effective models for pupils to use to organise the results of their investigation. Pupils' behaviour is generally managed well. However in one lesson in lower Key Stage 2 pupils became quite harassed, particularly the younger children in the class, when they were rushed to finish one task before moving on to another subject. In both key stages, there is little evidence of teachers encouraging the use of information technology for the recording and processing of data.

99. The school is now using the national guidance to provide a basis for a science scheme of work, and this is being used effectively for medium and long term planning. This ensures that there are clear learning objectives and that there is progression in pupils' scientific knowledge and understanding. The co-ordinator monitors planning and pupils' work, and has had some opportunities to observe teaching and learning. While this is currently satisfactory, there is a need for the co-ordinator to have an overview of the standards in both key stages and to analyse current standards to ensure that pupils achieve better results in this year's tests in order to raise standards further. Resources are satisfactory, and selected to provide effective support to topics, however, there is insufficient information technology software to provide for a range of data handling experiences in science. The subject is well supported by a programme of visits for pupils in all year groups and this enhances their scientific knowledge.

ART

100. Few lessons were observed during the inspection due to timetabling arrangements. However, a broad range of evidence was available and judgements were made after reviewing teachers' planning, sampling pupils' sketchbooks, from discussions with staff and pupils and from photographic evidence.

101. By the end of Key Stage 1, most pupils' achieve standards that are above those expected for their age. Teaching and learning are good and pupils of all abilities achieve well. Teachers plan well and as a result pupils have a range of experiences across the required programmes of study. Due to this, they achieve a wide knowledge base. For example, they recognise differences in methods and approaches used in different art works and make links with their own work. A very good example of this was seen in work of Year 1 and 2 pupils. The teacher provided the opportunity for pupils to study their own teddy bears carefully and sketch them. Pupils then compared their work to those drawn by Ralph Steadman in his work 'Teddy!' The teacher gave pupils information about the print and they learned about the medium that the artist used. They know that he used pen in his work and described in detail how they drew their teddy and achieved the same effect as Steadman did with pen, by using wet tea bags. Teachers encourage pupils to look at work carefully. As a result, observational drawings are of a good standard and pupils' represent what they see using pastels, paint and chalks. They are learning about shade and tone and can say which medium makes the best effect. Teachers allow time for pupils to practise mixing colours in their sketchbooks and pupils use the knowledge they gain from experimenting in their work. Pastel drawings of candlesticks show that pupils have a good perspective and these initial sketches are developed into three-dimensional work in clay. Pupils are learning to apply their creativity. For example, they develop their own ideas to good effect when using the computer to draw playground toys. When pupils examine the work of famous artists, teachers encourage them to consider style and the way in which artists represent their ideas. For example, when looking at the work of Uccello, pupils observe shape, colour and the moving parts of the picture carefully. Pupils are working at

their capacity and achieving well in terms of earlier attainment. They communicate clearly what it is they have learnt. Levels of attainment are above the standards reported in the previous inspection.

102. In Key Stage 2, the standards are above expectations, and a significant minority of pupils achieve well above expectations. The high standards achieved are a result of very good teaching that allows pupils of all abilities to achieve as well as they are able to. The range of resources available enhances pupils' achievement in investigating and making and knowledge and understanding. Pupils generally work at capacity on the tasks they are required to do and achievement is good. Teachers and adults supporting group work encourage pupils to discuss their work and be critical of their achievement and that of others. This results in pupils having a good understanding of their own learning and developing the skills of critical analysis. Pupils are encouraged to say what they like or don't like and, most importantly, why. Teachers give pupils challenges that build on what they can already do. Pupils' work shows that they have selected from a range of materials, tools or techniques. Work in the early part of Key Stage 2 shows creativity, and much of the work seen shows progression in skills, knowledge and understanding in most areas of the prescribed curriculum. There are examples of pupils using increasing accuracy and attention to detail in their representations, for example in upper Key Stage 2 when pupils use the techniques used by the impressionist school of art. Pupils' skills of visual perception are built on from those established in Key Stage 1. This was seen in the examples of beautifully decorated papier-mâché bowls on display. Teachers encourage the use of technical vocabulary and pupils use specific terms appropriately when describing how they re-created Henri Rousseau's 'Exotic Landscapes' in clay tiles. The result of pupils' combined effort is outstanding.

103. Displays around the school celebrate the children's work and encourage pupils to improve the quality of their work. Art makes a good contribution to cultural and spiritual development through the study and appreciation of their own work and great works of art.

104. The co-ordinator has monitored planning, but not yet monitored and evaluated teaching, as this has not been identified as a priority in the management plan. Pupils' performance is monitored informally through the appreciation aspect of the curriculum and display of pupils' work, but more formal procedures for assessing pupils' attainment are limited. Progress at the time of the last inspection, was reported as being variable. Pupils made progress reflecting the quality of teaching, which has improved and reflects the pupils' achievement now. However, monitoring and support of progress is just developing. Planning for the subject is secure and the co-ordinator ensures that staff are using the scheme to ensure continuity of experiences. This distinguishes between the skills, knowledge and understanding that need to be taught in order that the pupils can make progress and have the opportunity of achieving the at least the expected levels for their age. Teachers are confident at teaching the basic skills. As a result, pupils are being given appropriate opportunities to develop creative, imaginative and practical skills.

DESIGN AND TECHNOLOGY

105. Pupils' achievements in design and technology are in line with national expectations. Their progress is good in Key Stage 1, and is satisfactory in Key Stage 2, where the range of materials and activities is more restricted than is required to further promote achievement and attainment at higher levels, particularly for the highest attaining pupils.

106. Pupils in both key stages have designed, constructed and evaluated some very good models. They have worked to specific design briefs, made good plans with all of the relevant factors in mind and have made their models accordingly. Average and higher attaining pupils make appropriate adaptations where necessary without support. Pupils finish their models well and check to see if they are suitable for the original specified purpose, for example, whether the design brief was to be functional, stylish, sturdy and durable or cheap. Pupils work mainly in recyclable materials when making their models. They also use clay and some construction kits. However, electrical and powered kits are not available for Key Stage 2 pupils and limits attainment at higher levels. In addition, there is little evidence of the use of other materials such as wood, plastic or food. Pupils use a range of tools safely and well in both key stages, and they take a pride in finishing their models well. Their skills in measuring, cutting and fixing are mainly good. Some projects have involved good research, including visits to places, such as the fairground at Brighton. Return visits by a member of staff there have promoted learning further, for example in the making of fairground rides. Many projects, such as making hats and mini-beasts have good links with other subjects, including science, history, art and English. A whole school project kite making was initiated by a visit from an experienced kite-maker. All the pupils used their designing and making skills to produce a kite. This work was much enjoyed by pupils of all abilities and this contributed to their achievement. The kites were finished to a standard above the nationally expected level.

107. Only two lessons were observed during the inspection, one at each key stage. In both cases the teaching was good and it was matched by a good quality of learning. Pupils enjoy their design and technology lessons and take a pride in their work. This contributes to their achievement. Lessons are well planned and they involve good discussions about design factors, as well as giving good tuition in the use of materials and tools. Teachers have good knowledge of the subject and have good relationships with their pupils. In the Key Stage 2 lesson, for example, the pupils responded well to a good introduction that was based on a previous visit to a local wood. They worked well constructing their mini-beast models and were keen to do well. They used a range of materials and did not need a lot of direct staff intervention as they used their previous knowledge to help them decide how to use them properly and appropriately. Support assistants were used well to support the less able pupils.

108. Management of the subject is satisfactory. However, the subject policy and the scheme of work require updating to improve standards by helping teachers to plan work that consistently builds on pupils' knowledge and skill and to ensure that all elements of the curriculum are being taught in sufficient depth. There has been some monitoring of teaching, but the use of assessment to judge pupils' progress is not yet consistently established. It is not used to alter what might be taught next or to inform parents of how well their children are doing. The resources are good for the most part, although they are lacking in some areas that would provide the highest attaining pupils with more challenge and more variety.

GEOGRAPHY

109. The standards achieved by the oldest pupils in both key stages are in line with expectations. Since the last inspection, a scheme of work has been devised for geography and the school has incorporated satisfactory practice identified into written guidance.

110. By the end of Key Stage 1, pupils identify the countries of the United Kingdom, and know that they live in the south east of England. In the one lesson seen, for pupils in Year 1 and 2, they developed an understanding of maps through using computer software 'My World' about islands. The teacher, in the lesson seen, effectively demonstrated the programme and pupils began to learn about compass points and how natural and man-made features are represented on maps. As a result of this, pupils of all abilities made their own maps that reflected their level of attainment. Pupils learn about different climates and pupils of all abilities know how the weather has an effect on the clothes people wear and the homes they build. They use their literacy skills to communicate their knowledge and record this at level appropriate to their ability.

111. By the end of Key Stage 2, pupils are building up their knowledge of maps, climate and peoples through developing their understanding of the countries of Europe. Teachers effectively link pupils' learning about weather, climate and seasonal changes with the study of forces in the science curriculum. Local visits contribute to well to the subject, and in the one lesson seen in the Year 3 and 4 class, pupils could recall what they had seen and found out on a visit to a local woodland. The teacher used pupils' local knowledge of the Weald, to encourage them to think about the affects of deforestation on their own environment and the Amazon.

112. The school makes good use of visits and walks in the local area. Trips to local historical sights provide the opportunity for pupils to study the environment and this contributes to achievement. In addition, pupils have the opportunity to put forward their ideas for the development of the school environment. For example, pupils of all abilities have used their knowledge to draw maps and plans for the swimming pool site and school grounds. The scheme of work is satisfactory and is based on national guidelines and the East Sussex local syllabus. This ensures that teachers plan work that builds on what the pupils know and can do as they move through the school. There are satisfactory assessment procedures in place. Information about pupils' progress that can be used to evaluate the effectiveness of the subject and to report to parents is beginning to build up. The co-ordinator is knowledgeable and monitors standards by reviewing pupils' work and teacher's planning, although monitoring of teaching in this subject has not been a priority.

HISTORY

113. During the course of the inspection, it was only possible to see one lesson in history due to the arrangements of the curriculum and the timetable. Additional evidence was taken from an analysis of teacher's planning, pupils' work and discussions held with pupils and teachers. From this evidence, it is judged that pupils achieve in line with what is expected for their age.

114. At the time of the last inspection, standards and progress were judged to be average and all aspects of the subject were covered. The school continues to make effective use of local visits to bring the subject alive and make it relevant to pupils' own experiences. For example, pupils visit Anne of Cleves' house in Lewes when they study the Tudor period, the Roman Villa at Fishbourne and Bodiam Castle. These visits contribute to pupils' knowledge and understanding. When inspectors spoke with pupils in

Year 5 and 6, they gave a very good account of their experiences of the life in Victorian times when they visited Preston Manor in Brighton. They described in detail the role they took on as servants in a big house and this indicates the value of the experience.

115. Early in Key Stage 1, pupils learn about the historical past by looking at the history of wheeled vehicles and comparing toys past and present. In Year 1 and 2, pupils learn about Grace Darling, as part of their learning about famous people in history. The teacher made this very relevant to the pupils through highlighting the family connection between one of the school pupils and Grace Darling. She effectively linked the history topic to work the pupils had done on lighthouses in another curriculum area. Pupils of all abilities show a good understanding of the past through their responses to questions and the average and higher attaining pupils use their literacy skills to record their knowledge well without adult support. Pupils recorded the story of Grace Darling effectively by sequencing the events and providing their own ending. Pupils know that accounts of past events can be found in books, such as the Bible, and that information about the past can be obtained from talking to people and using the computer to locate information.

116. Pupils' work in the Year 5 and 6 class shows they have a good understanding of the differences between life in Victorian times and the present day. They learn something of the literature of the day through learning about Oliver Twist and higher attaining pupils are interested to read more books by the author to find out about the past. Good links are made with art, through a study of the work of William Morris. To demonstrate their knowledge, work in his style is reproduced using computer-generated graphics. Year 3 and 4 pupils have looked at the Tudor period and studied the reign of Henry VIII and Elizabeth the First, as well as Columbus' voyage of exploration. From this work, pupils of all abilities achieve a broad range of knowledge about this period. Recorded work matches the level of pupils' literacy skills.

117. The co-ordinator is enthusiastic and has a good knowledge of the subject. She has drawn up appropriate priorities for the development of the subject. For example, to review the scheme of work, so that teachers can be sure they plan lessons to build on what the pupils already know and to acquire music and computer software to support the topic. The assessment procedures are satisfactory and data accumulated from assessment is beginning to be used to build up a picture of pupils' attainment and progress. Time is provided for the observation of teaching and learning and for the monitoring of lesson plans and pupils' work. As a result the co-ordinator has a satisfactory knowledge of standards throughout the school and evaluation of performance to further improve standards has begun to be developed. Resources are adequate and supplemented by museum loans and loans from local resources in order to give the pupils first-hand knowledge whenever possible.

INFORMATION TECHNOLOGY

118. Standards of attainment in information technology are in line with national expectations by the end of both key stages and achievement is appropriate. Pupils make progress that is satisfactory through both key stages and in most aspects in the scheme of work. Pupils currently have less experience of the control and modelling element of the curriculum and present provision restricts achievement, particularly for the highest attaining pupils.

119. At the time of the last inspection, pupils in Key Stage 1 were reported as receiving insufficient 'hands-on' time and therefore made limited progress. At that time, pupils in Key Stage 1, the infants, were not receiving the full statutory entitlement. Since the last inspection, the policy has been implemented, the ratio of computers has improved and a small computer suite has been created. The curriculum meets statutory requirements in both key stages, although insufficient planned opportunities for the development of control and modelling skills this limits attainment at higher levels.

120. In Key Stage 1, pupils use art packages to good effect and they use spreadsheets to create graphs of different kinds to illustrate the results of surveys conducted. Their knowledge of the wider uses of information technology, control and data analysis is insufficient to enable attainment at higher levels. In Key Stage 2, good use is made of word processing programs to aid writing in many other subjects. However, pupils do not extend the use of technology to edit spellings, grammar or punctuation or to try different fonts or include a clip art illustration, for example. By the end of each key stage, however, pupils are generally achieving in line with national expectations across most aspects of the subject. The highest attaining pupils are not provided with sufficient opportunities to use their knowledge and skill and improve the standard of their work.

121. During the inspection, little direct teaching of information technology was seen, as it is not taught as a separate subject. As a result, there was insufficient evidence to make a judgement on teaching overall. However, teachers provide many good opportunities for the use of information technology within the context of other lessons, for example art, history and geography. In the one lesson seen during the inspection, teaching of skills was good. Pupils were given tuition in how to use a new program to support pupils' learning in geography. Clear explanations helped pupils to understand what they had to do. Good relationships and pupil management meant that pupils were attentive and interested. However, some pupils were positioned too far from the screen to see closely, but they listened carefully. The effectiveness of the teaching was seen when pupils worked on the program later in the day as they could work independently. When pupils are working alone at the computers many work very effectively, they get on with their work diligently. They work very well collaboratively on joint tasks when they have the opportunity to work together. There were occasions during the inspection when pupils were seen working on the computers without any adult support. In these instances, they were expected to learn the skills themselves with little active teaching. This appears to reflect some lack of confidence among staff of how to teach some of the higher order skills and effects pupils' attainment at the higher levels. The pace at which pupils work on these occasions does not always promote maximum achievement.

122. The management of the subject is satisfactory. The scheme of work is being revised and some planning is monitored to ensure that skills being taught to pupils do build on what they already know as they move through the school. Staff have undertaken some training, but this has yet to be translated into consistent teaching that promotes high expectation of good achievement. The use of self-assessment by pupils is good. However, it needs to be checked by an adult at more frequent intervals to ensure that the results are recorded accurately and in a format that can be used to plan future work that builds on from what the pupils can do. Currently assessment information is not being used to produce good reports to parents that identify what the pupils know and can do and the progress they have made. The provision of a computer club is good. This helps the pupils who attend to improve their standard of attainment. Resources for teaching the subject are satisfactory. The older computers are still giving valuable service and the range of very appropriate programs used throughout the school contributes to attainment. Newer computers are being introduced effectively. The latest software is enhancing learning in this subject and supporting learning

in other subjects.

MUSIC

123. Standards of attainment are above expectations at the end of Key Stage 1. Attainment in Key Stage 2 is well above expectation at the end of Key Stage 2. This is largely due to the significant number of pupils who competently play an instrument. Teaching is good and standards are higher than at the time of the last inspection when they were reported to be satisfactory.

124. In Key Stage 1, teachers provide opportunities for pupils to sing within their classrooms. Early in the key stage this is frequently linked to other subjects, for example singing number rhymes to practise counting skills. Weekly sessions are held for the whole of the key stage in the form of hymn practice. The session is led well by the teacher, who is also the pianist. The pupils are asked to think carefully about the words that they are learning and the meaning of individual words. This is a good opportunity for pupils to extend their literacy skills and put their knowledge to use for a different purpose. The teacher encourages pupils to adopt a good body position while standing to sing and gives pupils a clear explanation why this is important. This results in the pupils using good voice projection. Children sing with a reasonable competence and show obvious enjoyment. They keep time with the piano and sing tunefully.

125. Pupils also have music lessons in their class bases. In these sessions, staff follow a prescribed scheme of work, but they use the taped broadcasts effectively and supplement with additional material. This ensures that pupils are learning about all aspects of the subject and they achieve well as a result. The use of resources, including pictures and instruments, help pupils understand what the teacher is explaining and this first-hand experience adds to their knowledge. Pupils make simple plucking instruments and use their scientific knowledge to explain about vibration. They learn that making the elastic band on their instrument taut makes a difference to the sound made. The teacher works with each child individually, giving good teaching points to help improve their work or understand what is happening when they pluck the band. Pupils explore sounds and compose pieces with a simple structure. The teacher provides notation for pupils to follow. They are all able to clap the rhythm bar by bar, including a rest. Pupils demonstrate their achievement by performing as an orchestra. Pupils also listen to pieces of classical music, Troika, and evaluate what it is they like or dislike about the music. Pupils recognise how sounds in music are used to achieve particular effects. Listening to a range of different music contributes effectively to pupils' cultural awareness. Throughout the key stage, pupils are achieving well as they are building on their previous learning step by step.

126. In Key Stage 2, pupils echo tunes with voices and instruments. They sight read notation of increasing complexity and can clap the rhythm that the notes represent. By the end of the key stage, pupils capably use their voices as instruments and sing in unison. Pupils are good at holding a tune and have experience of part-singing. The standard of provision and teaching is good and this leads to good achievement for the majority of pupils. The majority of pupils have the opportunity to learn a tuned instrument beginning with the recorder. Instrumental tuition, in which approximately one third of pupils participate, is provided for a range of wind and string instruments, for example, cello, clarinet and violin. Teaching encourages pupils to work hard and the lessons are very productive. Pupils review their own performance and that of their peers. This contributes to overall improvement. Pupils have a high level of skill and expertise. They demonstrate their achievement when they play together in the school orchestra, perform instrumentals individually or in small groups and accompany singing during assemblies. Pupils show

obvious enjoyment in music. They enjoy listening to each other and are very focused on their work during lessons. They concentrate hard and work collaboratively when they perform. These features contribute to good learning. Pupils who play in the orchestra are very keen to show their skill and demonstrate initiative in their desire to perform.

127. At the meeting for parents before the inspection, there was some concern that less attention was given to the music curriculum since the introduction of the literacy and numeracy strategies have been introduced. However, the school continues to give a high priority to music both within classes and, as the pupils move through the school, in small groups or individually. The co-ordinator feels that music has been given a higher priority since the appointment of the headteacher and the subject is highlighted for further development as part of the present curriculum review. The school is well resourced and the subject contributes well to pupils' understanding of other cultures. Music is an important aspect of the school's extra-curricular provision and contributes to broadening the pupils' experiences. The enthusiasm for the subject, shown by staff and pupils, the implementation of a progressive scheme of work, the range of instrumental provision available all place the subject in a good position to maintain standards.

PHYSICAL EDUCATION

128. Pupils are achieving in line with national expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2. At the time of the last inspection, standards of attainment at the end of Key Stage 2 were reported as in line with national expectations. There is little evidence to compare standards with those reported for Key Stage 1 in the last inspection. However, evidence available suggests that the weaknesses reported in teaching young children in the last inspection, in terms of the lack of challenge, structure and organisation combined with poor teacher intervention have been addressed.

129. In both key stages, pupils are gaining good gymnastic and games skills. They are agile and active and move in different sequences well. They use a bat and ball well for hitting and catching accurately. They run well and take an active part in games, such as football and netball. In swimming, Key Stage 2 pupils learn different strokes well and they have good water confidence. Some can swim long distances and have good stamina. Skills, in other aspects of the subject where evidence is available, are not developing as well. For example, in dance, as it is not taught sufficiently to enable pupils to consistently build on what they know and can do. Pupils benefit from the opportunity to take part in a residential event at an outdoor education centre each year. Here they can use the knowledge and skill they have learned to take part in outdoor adventurous activities and this contributes effectively to pupils' personal achievement.

130. The quality of teaching seen is good in Key Stage 1 and very good in Key Stage 2. Lessons are well planned with a clear focus and with a good range of activities that are appropriate to the lesson aims. Teachers are enthusiastic in their teaching. They use resources well. For example, the small equipment for teaching games skills and the swimming pool facilities at another school. Pupils respond very well to the teaching and the activities provided. Most are keen, eager and put a lot of effort into their various physical activities. They learn well in lessons. When teaching is very good, teachers provide activities that allow the pupils to use the knowledge and skill they already have and build on this as the lesson progresses. Pupils of all abilities are given time to practise and refine their movements before moving on. In one lesson about ball skills, for example, pupils were seen to be progressively increasing their skills of throwing, catching and passing in pairs, in threes and fours, when stationary or moving and when there was a defender trying to intercept the ball. Many aspects of physical education contribute well to pupils' developing

social skills; they play well together in teams, and in pairs. They co-operate well as a rule, can be competitive when required and generally have good relationships with each other and with staff. However, in one lesson in lower Key Stage 2, several pupils were admonished for behaviour that was ignored from other pupils. Pupils listen to instructions and follow them well for the most part. Although most pupils were clearly enjoying physical education lessons and put in a lot of effort, some pupils say that the 'fun' has gone out of many lessons because they are too skills-based. This particularly applied to swimming lessons, which do not have a brief session of free time at the end and games lessons when pupils do not always have the opportunity to play a game at the end of skills-based lessons.

131. Management of the subject is satisfactory. The co-ordinator monitors lesson planning and there is a satisfactory scheme of work in place. However, the balance of the different elements of physical education throughout the year to promote consistent standards in each aspect has not been regularly monitored and evaluated. The school is aware of this, and it is the scheme is due to be revised shortly in line with present school priorities. Assessment of pupils' progress is satisfactory; but data on how well pupils are achieving is insufficient to contribute effectively to evaluating performance, raising standards and reporting progress accurately as yet. The resources are good and include an outdoor hard play area, a field and the use of a local school's swimming pool. This has a positive impact on the standards achieved by pupils.