

INSPECTION REPORT

**BECKLEY C OF E CONTROLLED PRIMARY
SCHOOL**

Beckley, Rye

LEA area: East Sussex

Unique reference number: 114490

Headteacher: Mrs M Hufford

Reporting inspector: Mr A C Matthews
19410

Dates of inspection: 28 February – 02 March 2000

Inspection number: 188539

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 controlled
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	Main Street Beckley Rye East Sussex
Postcode:	TN31 6RN
Telephone number:	01797 260324
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Colegrave
Date of previous inspection:	24 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A C Matthews	Registered inspector	Mathematics	What sort of school is it? The school's results and pupils' achievements
		Information & communications technology	How well are pupils taught?
		Physical education	How well is the school led and managed?
J Philbey	Lay inspector	Equal Opportunities	What sort of school is it? Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
S Handford	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Art	
		Geography	
		History	
		Religious education	
		Special educational needs	
K Johnson	Team inspector	Science	How well does the school care for its pupils?
		Design and technology	
		Music	
		Under-fives	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beckley C of E Primary school is situated in the Beckley and Peasmarsh ward and is smaller than other primary schools, with 104 children on roll – 52 girls and 52 boys; of these four are part-time. The school is popular with parents, has grown by a third since the last inspection and is oversubscribed. Pupils are drawn from the surrounding area; parents have a wide variety of socio-economic backgrounds, although the percentage of children coming from high social class households is above average. The percentages of pupils coming from an ethnic minority background or speaking English as an additional language are low. The percentage of pupils eligible for free school meals is nine per cent, which is below the national average. There are 13 pupils on the school's register of special educational needs. This represents 13 per cent, which is below the national average. The pupil mobility rate for last year was 11 per cent, with four pupils joining the school and eight pupils leaving other than at the normal times. Pupils' attainment on entry to the school is above average.

HOW GOOD THE SCHOOL IS

In most subjects, the pupils achieve standards that are at least as good as they should be and 11 year olds achieve high standards in English. Although 11 year olds achieve average results in mathematics and science, they could achieve higher. There are, however, weaknesses in information and communications technology and religious education where pupils' achievements are unsatisfactory. Children under five make a good start to their learning and, by the time they are five, all achieve at or above expectations for their age. Teaching is good overall with some very good teaching. Pupils enjoy their learning and in most lessons work productively, spurred on by their teachers. The leadership and management of the school have a clear understanding of the school's strengths and areas for development but more needs to be done in the evaluation of the effectiveness of these developments. The school manages its budget very well and is applying good principles in obtaining best value in its work. The school provides satisfactory value for money.

What the school does well

- The consistently good quality of teaching.
- The high quality work in literacy and its use across the curriculum in Key Stage 2.
- Pupils' very good speaking and listening skills.
- The relationships in school and pupils' behaviour are both very good.
- The very good provision for pupils' social and moral education.
- The very good use of trips and visitors to enhance the curriculum.
- The good progress of pupils with special educational needs.
- The good links with parents and the community and the positive impact this has on pupils' learning.

What could be improved

- Pupils' attainment in religious education throughout the school and in information and communications technology in Key Stage 2.
- The analysis and use of assessments to address pupils' weaknesses and build on their strengths.
- The challenge for older, higher-attaining pupils in mathematics and science.
- The organisation of the curriculum to ensure more regular teaching of skills in some subjects.
- The role of the governing body in the development of the school and the monitoring of its performance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements since the previous inspection in June 1996. Standards have risen considerably in English throughout the school and have also improved in physical education and geography in both key stages and in history in Key Stage 2. However, attainment in religious education, which was a weakness in the last inspection, is still unsatisfactory

through the school and standards in information and communications technology are unsatisfactory in Key Stage 2. The quality of teaching has improved considerably and teachers' planning now clearly outlines what pupils are to learn in lessons; however, standards are still not high enough in mathematics and science in Key Stage 2. The school now has satisfactory assessment procedures in place but does not use information from the assessments as effectively as it should. Annual reports to parents meet statutory requirements but some still lack sufficient detail to enable parents to understand the progress their children are making in some subjects. A child protection policy is now in place and clear guidance is given to all staff.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	E	A	A*	A*
Mathematics	E	D	C	D
Science	D	C	C	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Since the previous inspection, the results achieved by 11 year olds in the national tests in English have risen very considerably and are now in the top five per cent in the country. Standards in mathematics and science have also risen but are not, at present, high enough. Particular weaknesses include the pupils' lack of competence in using and applying mathematics and in planning their own experiments in science. In English, pupils read fluently and have very high standards of writing, which they use well across the curriculum. The school has set sufficiently challenging targets for improvement and is on course to meet them. Standards in religious education and in Key Stage 2 information and communications technology are unsatisfactory. In history in Key Stage 2 and throughout the school in physical education and geography, standards are good. The achievement of children under five is good with all attaining at or above the expected levels by the end of the reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a great enthusiasm for school and very positive attitudes to work.
Behaviour, in and out of classrooms	Very good at all times.
Personal development and relationships	Very good. Pupils take responsibilities seriously and get on very well together.
Attendance	Satisfactory. Pupils attend school punctually and there are no unauthorised absences.

Good progress is made by children under five in gaining confidence and in developing their learning skills. Throughout the school, very good behaviour and politeness are the norm, with pupils showing good understanding and consideration for each other and for adults. Pupils are confident, have very good attitudes to work and react positively to the teaching and learning in the classroom.

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.

Overall the quality of teaching is good and impacts well on pupils' learning. All the lessons observed were satisfactory or better, with 67 per cent being good or better and 15 per cent being very good. Teaching is consistently good in all classes due to the teachers' good subject knowledge, concentration on the basic skills, the effective management of the pupils and the good pace to learning. Very good teaching in the Year 1 / 2 class and the Year 3 / 4 class leads to rapid gains in pupils' learning. Teaching in literacy is good and in numeracy it is good in Key Stage 1 and satisfactory in Key Stage 2. The teaching of reading is satisfactory overall but the progress made by a small number of lower-attaining pupils, who are not considered to have special educational needs, is not good enough. The teaching of information and communications technology is unsatisfactory in Key Stage 2, due to teachers' lack of knowledge of the new computer programs. The teaching of physical education and geography is consistently good through the school and the teaching of history is good in Key Stage 2. Special educational needs pupils receive good support from the special needs assistants and classroom assistants and make good progress. Marking is satisfactory overall and good in the Year 3 / 4 class where the teacher clearly identifies how pupils can improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory in the under-fives and in English and mathematics. In religious education and in information and communications technology at Key Stage 2, the curriculum does not meet statutory requirements. The school's modular approach to the curriculum in some subjects restricts the continuous development of pupils' knowledge and skills.
Provision for pupils with special educational needs	Good. Those pupils with individual education plans have clear targets set for them and all pupils make good overall progress towards meeting these targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes satisfactory provision for pupils' personal, social and health education and good overall provision for pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school has good procedures for looking after pupils' personal welfare. The school does not yet use the results of assessments to inform planning for the whole year.

The school has good relationships with parents, who make an effective contribution to their children's learning. The unsatisfactory curriculum for religious education and information and communications technology is leading to below average standards in these subjects. The development of pupils' skills and knowledge in subjects such as science, design technology, music and art are affected by the variable amounts of teaching time allocated to these subjects through the year. The school is a

caring environment where all are valued. More needs to be done to ensure that teachers use the results of assessments more effectively to plan their work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sound leadership for the school and has a supportive and hardworking staff who are committed to raising standards. The present organisation for the co-ordination of the curriculum is putting too much responsibility on the headteacher and senior teacher.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and visit the school very regularly but are not involved sufficiently in the strategic planning or in monitoring the school's performance.
The school's evaluation of its performance	The school, together with governors, carefully analyses the school's performance in the National Curriculum tests to study trends and to set targets for improvement. There is, at present, not sufficient monitoring of the strengths and weaknesses of different year cohorts. The monitoring of teaching in school is good and the sharing of good practice is helping to raise standards.
The strategic use of resources	Good. Support staff work effectively with pupils. The school makes good use of the funds available to improve resources, with the exception of information and communications technology where there are still insufficient programs to teach all aspects of the National Curriculum.

Staffing and accommodation in the school are adequate and the quality and quantity of books in the school's library are satisfactory. The school applies principles of best value well, particularly in consultation with parents and when buying resources. Governors are too dependent on the headteacher for information about the school's performance in meeting the targets on the development plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school and make good progress. • The teaching is good and children behave well. • The school has good relationships with parents and children are expected to work hard. • The school is well managed and is approachable. • The school promotes good attitudes and values. • The school has improved in recent years. 	<ul style="list-style-type: none"> • The information given in reports to show a child's attainment relative to other children. • Reduction in class sizes, as the classrooms are not big enough for present numbers. • The monitoring of reading. • The appointment of more experienced teachers.

The inspection team found that parents' positive comments about the school were fully justified. It agrees that the monitoring of reading for a small number of lower-attaining pupils in particular is unsatisfactory. School reports meet statutory requirements, commenting clearly on progress and giving specific information on pupils' attainment in English, mathematics and science in relation to national standards. With this information the school thinks it is unnecessary, and the inspectors agree, to report pupils' attainment in relation to other pupils in the class. However, the inspectors did find that some reports lack sufficient detail on the progress pupils make in other subjects. Class sizes are not large compared to national averages and classrooms are well organised to ensure that all subjects can be taught adequately. The team disagrees that the school should appoint more experienced teachers, as the two newly qualified teachers have settled well and teach to a good standard.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of the National Curriculum tests at the end of Key Stage 2 for 1999 show that pupils' performance, when compared to national averages, were very high in English and average in mathematics and science. The proportion of pupils attaining the higher Level 5 was very high in English and below average in mathematics and science. When compared to the previous year, these results show improvements in English and mathematics and satisfactory standards being maintained in science. In the 1999 tests at the end of Key Stage 1, standards in reading and mathematics were above average and well above average in writing. The percentage of pupils attaining the higher Level 3 was above average in reading but below average in mathematics and writing. In Key Stage 1 results have remained consistently above average. In both key stages the school results closely mirror the national trend in all core subjects. In science, teacher assessments at the end of Key Stage 1 show that the percentage of pupils achieving the expected Level 2 was very high but the percentage achieving the higher Level 3 was well below average. In comparison with similar schools, the Key Stage 1 results in reading and mathematics are above average and well above average in writing. In Key Stage 2, the results are very high in English, average in science and below average in mathematics. Over the last three years there has been no significant variation in attainment between girls and boys.
2. The children under five this year entered Reception with attainment that is overall above that expected nationally of children of a similar age. Attainment on entry to the school has risen in the last two years from broadly average. Children make good progress overall in their learning and, by the end of their time in Reception, all children achieve the expected standards in mathematics and the great majority achieve these standards in language and literacy and personal and social development. In physical development, creative development and children's knowledge and understanding of the world, the great majority achieve appropriate standards. These findings are generally similar to those from the last inspection report, except in the case of children's personal and social development where there has been an improvement. Evidence from the inspection shows that the good teaching in Reception is impacting on attainment in Key Stage 1 where the proportion of pupils achieving at the higher levels is rising. However, inspection evidence shows that attainment in reading for a small minority of the younger, lower-attaining pupils, is not rising sufficiently quickly. Throughout the school, higher-achieving pupils are now making better progress than at the last inspection. The exception is in Year 6, where the higher-attaining pupils are not sufficiently challenged in mathematics and science and do not achieve significantly better than the higher-attaining Year 4 and 5 pupils in the class. Attainment in the present Year 6 cohort is well above average in English and average in mathematics and science. This attainment shows a significant improvement in English since the last inspection and standards being maintained in mathematics and science. Compared to the last inspection, standards in Key Stage 1 have risen in reading, writing and mathematics and remain the same in science. In Key Stage 2, standards have improved very considerably in English and have been maintained in mathematics and science. Standards have fallen in religious education throughout the school and in information and communications technology in Key Stage 2. In other subjects, standards have risen in geography and physical education throughout the school and in history in Key Stage 2.
3. The school, in conjunction with the local education authority, has set sufficiently challenging targets for improvements in English and mathematics and is on course to meet them. Whilst there are regular reviews of targets by the school, these are not shared with the governing body, who are involved in the initial target setting process. Targets for 2000 are 81 per cent of pupils to achieve at or above average standards in English and 75 per cent of pupils in mathematics.
4. Pupils have very good speaking and listening skills, which are developed well by the teachers'

good strategies for questioning and providing good opportunities for discussion, debate and the exchange of ideas. Teachers use the pupils' speaking and listening skills effectively to assess, consolidate and extend pupils' learning. The National Literacy Strategy has helped to consolidate the above average standards of reading and writing through the school. However, the strategy is not giving enough opportunities for the development of reading for the lower-attaining pupils whose progress is too slow. In Key Stage 1, pupils have satisfactory writing skills with satisfactory use of punctuation. In Key Stage 2, standards in writing are very good, with very good examples of structure, style and use of vocabulary. In Key Stage 2, these skills are well used across the curriculum in areas such as history, geography and religious education. Pupils develop satisfactory handwriting skills in Key Stage 1 and this is well built on in Key Stage 2, where pupils' writing and presentation are good. The National Numeracy Strategy has been successfully introduced and there is clear evidence that teachers emphasise numeracy in other subjects, such as science, history and design technology.

5. Pupils with special educational needs make good overall progress. Much of this is due to the good organisation of the subject and the good quality support that pupils receive from their teachers, classroom assistants and the special needs support assistants. Parents and governors also provide good help. Targets on pupils' individual education plans are closely followed by teachers and make a positive impact on pupils' learning. The majority of the pupils on the lowest stage of the special educational needs register receive additional literacy support and their attainment is average. Pupils on the higher levels of the register have below average attainment.
6. Since the last inspection, the school has received some new personal computers under the government's National Grid for Learning strategy. At present there has not been enough training for staff on the new programs and, as a result, attainment in Key Stage 2 is below average. Pupils do have satisfactory word-processing skills but an inappropriate word processing program restricts the development of these skills. Whilst attainment is satisfactory in Key Stage 1, attainment in all other areas of the subject in Key Stage 2 is unsatisfactory and standards have deteriorated since the last inspection. In religious education, the organisation of the curriculum has not improved since the last inspection, with pupils spending insufficient time covering the locally agreed syllabus; as a result their knowledge, particularly of other faiths, is unsatisfactory. In all other subjects, attainment is at least at the levels expected for pupils aged seven and 11. In geography, standards are good, with pupils making good use of resources, such as maps and aerial photographs, to extend their understanding of their own environment and of the wider world. A strength of history is the enhanced understanding of the subject that pupils receive through visits to places of interest, such as Bodiam Castle and the visits from theatre groups that provide valuable insights into other times that pupils study, such as the Victorian era. Older pupils benefit from the expertise of an artist and produce high quality work, such as when designing patterns in the William Morris style. Pupils sing well and younger pupils show good knowledge of pitch and tempo. Standards are high in swimming and pupils benefit from good quality coaching on their regular visits to a local pool.

Pupils' attitudes, values and personal development

7. Pupils have very good attitudes to school and their learning. This makes a positive contribution to the standards they achieve and reflects the findings of the previous report. Pupils come to school eager to learn. They want to achieve well and listen carefully to directions given by teachers. They are eager to contribute to discussions and to answer any questions posed in lessons or during assemblies. They sustain their concentration and work well unsupervised. In small group work, they help each other and carry out tasks set conscientiously. Pupils are very friendly, polite and care for each other. Parents are pleased with the school's family atmosphere and the values their children learn.
8. Pupils' behaviour is very good. They behave well in the classrooms and move around the school building in a very orderly way. In the hall at lunchtimes, the atmosphere is congenial and characterised by courtesy and good manners. Pupils play happily together and enjoy each other's company. This was noticed particularly when pupils were seen in their classrooms one wet lunchtime; they played games sensibly and conversed amicably. Pupils are well aware

that appropriate behaviour must extend to outside the boundaries of the school. An example of this very good behaviour was seen when pupils visited the local swimming baths. No harassment or bullying was observed during the inspection. There have been no exclusions over recent years.

9. Throughout the school, pupils form very good relationships with one another and with teachers and other adults. They take turns and share resources. When given the opportunity, pupils work effectively both individually and collaboratively. On many occasions pupils were seen working well in pairs and groups and discussing their tasks sensibly. Pupils are extremely sensitive towards each other and immediately help if a child is feeling ill or distressed.
10. Pupils have a clear sense of responsibility. During the inspection they were seen tidying classrooms, helping in assemblies and the older pupils helping the younger ones at lunchtimes. When given the opportunity, pupils plan and organise their own work well. An example of this was seen in a Year 4, 5 and 6 art lesson, where pupils chose their own way of working for an element in their Pre-Raphaelite art topic. Pupils are encouraged to be part of the local community and give good support to charities. Recently, villagers were invited to a coffee morning to support the Macmillan Appeal. Pupils served refreshments and gave a short concert. On another occasion pupils organised a sale at the village hall with proceeds going to a national children's charity.
11. Attendance for 1998/99 was in line with national averages and unauthorised absence was low. Pupils arrive at school punctually and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is good and has improved considerably since the last inspection. No lessons were unsatisfactory and in two-thirds of the lessons seen teaching was good or better. In 15 per cent of lessons, the quality of teaching was very good. The very good teaching was evident in the majority of the classes and had a significantly positive effect on the pupils' learning in subjects such as English, geography and art.
13. In the Reception class, the teaching is good overall. The teacher and the classroom assistants know their children well and have a good understanding of the areas of learning for the under-fives. The good quality teamwork and high expectations, particularly in the teaching of language and literacy, make a significant contribution to the children's learning. Children make good progress in learning letter sounds and develop good speaking and listening skills when playing in their "Colourful Café". Numeracy teaching is also a strength, with children showing a good understanding of number and an increasing understanding of mathematical vocabulary, such as lighter and heavier. Children's personal and social development is well planned, with clear classroom routines and good relationships leading to increased confidence and self-esteem. Careful planning ensures that all areas of learning are developed appropriately: children respond particularly well to their weekly swimming lessons and benefit from the interaction with the older pupils. There are, however, some weaknesses: the current structure of the curriculum does not allow for the systematic development of pupils' creative skills and the planned opportunities for regular outdoor physical activity are limited.
14. The quality of teaching of literacy is good overall and varies from satisfactory in Key Stage 1 to very good in Key Stage 2. Teachers have a good understanding of the literacy strategy, clearly shown in their effective planning. Lessons are conducted at good pace, with pupils having clear understanding of what they are to learn. There is an appropriate balance between the different activities, which maintains pupils' interest and motivation. Effective strategies are used to meet the needs of pupils of different ages and abilities and good use is made of the classroom assistants to help in this work. However, the teaching in Key Stage 1 does not always provide enough challenge for the higher-attaining pupils in their writing work, nor is there sufficient monitoring and support for a small minority of lower-attaining readers who, as a result, are not making sufficient progress. Occasionally the introductory session to lessons is too long and when this happens, such as in the class of the older pupils, there was not sufficient time for the other planned activities. The teaching of pupils with special educational

needs is effective, enabling pupils to make good progress in meeting the targets on their individual education plans.

15. The National Numeracy Strategy has been successfully introduced and is leading to improved standards, particularly in the proportion of higher-achieving pupils in Key Stage 1. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers have good subject knowledge that is clearly shown in teachers' questioning. They plan well and, like literacy, share the lesson's learning objectives with the pupils. Teachers make good use of plenaries at the end of the lesson to revise and consolidate what pupils have learnt but not all teachers make effective use of time limits to ensure that work set is completed by the end of the lesson. The setting of termly individual numeracy targets gives a clear indication to pupils of how they can improve and enables them to take some personal responsibility for elements of their learning.
16. In both key stages, teachers have very good relationships with their pupils and this shows a clear improvement since the last inspection. Teachers make good use of the classroom assistants and the governors and parents who give good support to individuals and groups of pupils. Teachers' planning is good and makes increasing use of day-to-day assessment information. This was clearly shown in the Year 3 / 4 information and communications technology lesson, where the lesson was well matched to pupils' understanding. However, there are some weaknesses in planning and it does not always meet the needs of all pupils. For example, higher-achieving Year 4, 5 and 6 pupils were all set the same work in a numeracy lesson and this did not successfully challenge the Year 6 pupils.
17. Teachers' subject knowledge is good overall but there are wide variations. For example, teachers' unsatisfactory knowledge of the locally agreed religious education syllabus leads directly to unsatisfactory learning and attainment; similarly, a lack of teachers' knowledge of the new computer programs is resulting in pupils not covering all parts of the information and communications technology curriculum. All teachers manage pupils very well and this results directly in the very good behaviour that was apparent in all lessons observed. As a result of this very good behaviour, pupils concentrate well, work hard and support each other well in group situations. The very good relationships between teachers and pupils gives pupils the confidence to talk to teachers about what they do not understand and this enables teachers to focus their teaching more accurately. Teachers' expectations are good overall but are generally not high enough for the higher-attaining pupils in mathematics and science in Key Stage 2. As a result, higher-attaining pupils are not always sufficiently challenged in these subjects and do not achieve as well as they should.
18. Resources are used well in the Reception class and in Key Stage 1 but in Key Stage 2, teachers do not give enough opportunities for practical investigations in mathematics and science or for pupils to use computers. The new homework policy is working well and helps pupils to consolidate and extend their learning. There is some good quality marking in the Year 3 / 4 class where pupils are given clear guidance as to how they can improve. Whilst much marking is done with the pupils in the Year 4, 5 and 6 class, there are too few comments written by the teacher in their books to help pupils remember, and build on, the advice given. Similarly, the correcting of work is not always systematically carried out in the top class, with the result that pupils do not always learn from their mistakes. The teaching of geography and physical education is good through the school and also good in art and history in Key Stage 2; specialist subject knowledge in the teaching of swimming contributes to high standards. However, despite the quality of teaching observed during the inspection being good overall, some older higher-attaining pupils are not learning as quickly as they should. This was an issue in the last inspection and has still not been fully addressed. The school ensures that all pupils, including those with special educational needs, have equality of access to the curriculum and to extra-curricular activities. The school's aims indicate a strong commitment to equal opportunities and this is reflected in curriculum policies.

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

19. The quality and range of learning opportunities is satisfactory overall, with strengths in English,

geography and physical education. However, the curriculum is unsatisfactory overall. The statutory requirements for information technology are not met at Key Stage 2, and the requirements of the locally agreed syllabus for religious education are not met throughout the school. The provision for religious education has not improved since the last inspection. The shortcomings in physical education identified in the previous report have been remedied. The school still lacks on-site provision for physical education, but good use is made of facilities provided at the village hall and there are regular opportunities for all pupils to go swimming. However, the modular approach in subjects such as science, design technology and art restricts the continuous development of pupils' knowledge and skills.

20. The provision for children who are under five gives them satisfactory access to the experiences recommended in the Desirable Learning Outcomes for children of this age, with strengths in the areas of personal and social education, language and literacy and mathematics.
21. The provision for English is good; the school is implementing the National Literacy Strategy effectively and providing good opportunities for drama and performance, particularly at Key Stage 2. The quality of literacy skills in other subjects of the curriculum, such as history, and geography, is good and teachers take every opportunity to develop pupils' speaking and listening skills in all areas of the curriculum. The school also provides effective additional literacy support for targeted pupils. The National Numeracy Strategy is implemented well, and is beginning to have a positive impact on standards in mathematics. Pupils' learning opportunities are greatly enhanced by the very good programme of visits and visitors planned by the school; these provide stimulating additions to the curriculum and pupils benefit greatly from these practical experiences and from the contribution of experts. The outcomes are evident in their good quality topic books in which older pupils record, for example, the historical insights they have gained after visiting the city of York. Younger pupils also benefit from visits such as when they develop their understanding of maps and the natural and man-made landscape in a walk around the village of Beckley. There are also very good opportunities for pupils in Key Stage 2 to take part in residential visits to York and to Ripple Down House. There are strengths in the provision for swimming, and the contribution of a local artist to lessons in art at Years 4/5/6 has a positive impact on standards.
22. The school meets statutory requirements for all subjects, except for information technology at Key Stage 2, where pupils are not provided with the required knowledge and skills to use computers effectively. The organisation of the curriculum limits pupils' opportunities to access the full syllabus for religious education, with significant weaknesses in the development of an understanding of the beliefs and features of major religions other than Christianity. The school makes satisfactory provision for pupils' personal and health education with sex and drugs awareness programmes being taught appropriately.
23. There is equality of access for all pupils to all areas of the curriculum. Where pupils are withdrawn for instrumental lessons, every effort is made to ensure that they make up any learning they have missed. Pupils with special educational needs are provided with equal access through work that is adapted to meet their needs or through working in groups where they are helped and supported by their peers and adults. The classroom assistants use a variety of effective strategies to ensure the tasks and resources are appropriate to meet targets in individual education plans, and pupils make good progress towards meeting these targets. This provision for these pupils has improved since the last inspection.

24. There is a satisfactory range of extra-curricular activities to support pupils' learning and enrich the curriculum. A minority of parents thought the range was limited, but inspection judgements do not endorse this view. Extra-curricular clubs include football, netball, cricket, rounders, and a French club and pupils have the opportunity to participate in instrumental lessons. Pupils achieve good standards in swimming through the weekly sessions at a local swimming pool. Visitors contribute to pupils' learning with drama presentations and science "shows", and the school has good links with the local community, with regular visits from the vicar, the police school liaison officer, road safety officer and the Beckley tree warden. The school has close links with local schools.
25. The school's good quality provision for pupils' spiritual, moral, social and cultural development has been maintained since the last inspection. Provision for pupils' spiritual development is good. Although the school does not specifically plan across the curriculum for spiritual development, it is enhanced through carefully planned collective worship that introduces pupils to the idea of thoughtful reflection and also through religious education and circle time. Time is given in assemblies for quiet reflection and the calm atmosphere and themes are conducive to the development of spiritual values. During the inspection pupils were thinking about friendship and loyalty; this was well built on in classrooms when they were encouraged to write down their feelings about special friendships and to share them in a later assembly.
26. Provision for moral development is very good and very well incorporated into the daily routine of the school. Class teachers have high expectations of pupils' behaviour and pupils respond accordingly. They understand that poor behaviour is not tolerated. The school has a well-understood reward system of stars and certificates given by the headteacher, but most of the time praise is the accepted reward for good work and behaviour. Relationships between pupils and teachers are very good. All adults working in the school present models of fairness, tolerance, kindness and good humour.
27. Provision for social development is also very good. In lessons there are good opportunities for pupils to work in pairs or groups. The school provides a range of opportunities for pupils to help in classrooms and throughout the school. Younger pupils hand out hymn books at assemblies and help tidy their classrooms. Older pupils are encouraged to help the younger ones at lunch-times and with paired reading. However, there are too few opportunities for pupils to show initiative or for them to make choices or guided decisions, such as in science investigation lessons.
28. Provision for cultural development overall is satisfactory. Pupils are provided with many opportunities to develop their knowledge and understanding of their own culture, for example through visits to the church, nature reserves and local places of historical and educational interest. The curriculum is enhanced by special events such as book weeks, theatre visits, speakers, drama productions and musical events. However, there is little evidence that pupils have sufficient opportunities to learn about contrasting cultures, particularly in religious education lessons, and this is a weakness.
29. The school's provision for personal, social and health education is satisfactory. Sex education is satisfactorily planned into the curriculum. The school presents videos to older pupils to make them aware of drug issues. Other health education issues are addressed informally as they arise throughout the school day.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school's provision for the educational and personal support and guidance of the pupils is good. The school provides a secure and calm environment that has a warm and friendly atmosphere and pupils are happy to come to school. Relationships between pupils and staff are very good and pupils turn readily, and with confidence, to their teachers for help and guidance when needed.
31. The school's arrangements for promoting the welfare, health and safety of the pupils are good overall and this has been maintained since the previous inspection. The designated member

of staff responsible for child protection has been trained and ensures that other members of staff are aware of child protection issues. The school liaises effectively with the relevant agencies when necessary. There are appropriate policies to support health and safety and great care is taken to ensure the medical well-being of the pupils who know they will be looked after should they feel unwell. The school has, however, only one trained first-aider at present.

32. Procedures for promoting discipline and good behaviour are very good. Pupils understand that good behaviour is expected at all times; as a result, teachers do not need to devote an undue amount of time to maintaining discipline during the school day. Good behaviour is praised during lesson time and this strategy works well. Stickers and certificates are regularly presented in assembly for good work and behaviour. There are appropriate procedures in place to deal with poor behaviour and parents are contacted when necessary. The school has an effective anti-bullying policy. Parents and pupils are in agreement that bullying is not an issue and, should a problem arise, they are confident it would be dealt with effectively.
33. There are very good procedures in place for the monitoring of attendance, absence and punctuality. The headteacher ensures that parents understand that the school is to be notified of absence before 9.30 am and checks pupils' attendance personally. Parents are contacted if necessary. Pupils arrive at school on time; the names of any late arrivals are noted in the office and appropriate action is taken when necessary.
34. The school's procedures for monitoring and supporting pupils' personal development are good. All pupils have a record of achievement; pupils' personal development is enhanced by the many outside trips organised by the school. The residential visits organised for Key Stage 2 pupils give them valuable opportunities to learn responsibility, make decisions and use their own initiative.
35. Current procedures for gathering assessment information are satisfactory. Baseline tests are used appropriately in the Reception class to assess number, language and social skills. End of Key Stages 1 and 2 National Curriculum tests are supplemented by non-statutory assessments in Years 3, 4 and 5 in English and mathematics. A reading test is administered in Year 3 by the local education authority and a cognitive ability test is administered at the beginning of Year 5. The results of this test are used to inform both the end of Key Stage 2 targets and the make-up of the Year 6 "booster" classes. However, there is insufficient analysis of the assessments to identify individuals' and year cohorts' strengths and weaknesses. As a result strengths are not built on and weaknesses are not addressed in the school's long- and medium-term planning. This is a principal reason for some underachievement in mathematics and science with the older, higher-attaining pupils.
36. Arrangements for monitoring pupils' personal achievement are satisfactory. Individual profiles contain samples of work pupils have done. Although work samples are annotated to explain the content, the work is not judged against the National Curriculum attainment levels; as such, the accurate monitoring of pupils' progress across the curriculum is not possible. Teachers' day-to-day records are satisfactory overall.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The school recognises that home/school liaison is important and has successfully maintained the good relationships with parents reported in the previous inspection. Parents are very supportive of this popular school and its aims for their children.
38. Parents are actively encouraged to be involved in the life of the school. Most parents have willingly signed a home/school agreement. Parents' opinions have been recently sought on various school issues through a questionnaire. The school values the help received from parents in their work in art, reading, spellings, swimming and outside trips. A parent has recently introduced an after-school French club whilst others help with sports clubs during the year. The inspection finds that the range of extra-curricular activities compares favourably to other schools of this size. Parents are encouraged to read with their children at home and sign a record of books completed. There is an active and enthusiastic Beckley School Association

which is responsible for initiating social and fund raising activities. These include summer and Christmas Fairs, an auction of promises, discos and quizzes. Substantial sums of money have been raised for much needed equipment and resources.

39. The quality of information provided for parents is satisfactory. An informative Parents' Guide gives clear guidance on how parents should support their children's reading. The school prospectus is easy to read and friendly in tone and the governors' Annual Report to parents is informative but does not meet all the statutory requirements. Parents are appreciative of the newsletters that keep them in touch with information on school activities and events. Some concern was raised that parents were not well informed on the curriculum. The inspection finds that the school has had meetings to inform parents of the literacy hour and numeracy strategy. Pupils' homework sheets in numeracy demonstrate to parents what their children are currently learning in mathematics. Parents of Key Stage 1 pupils are encouraged to accompany their children into school in the mornings to help change reading books and look at their work. Information to parents on what pupils are learning in their topic work is limited. The school is aware of this concern.
40. The school has increased the number of parent/teacher consultation evenings to one each term and, in addition, teachers are in the playground at the end of the school day for informal consultation. Parents receive annual reports prior to consultation evenings. Some parents raised concerns that the knowledge taught was reported rather than pupils' attainment. Reports have been scrutinised and meet with statutory requirements. All reports give specific information on pupils' progress in English, mathematics and science; a minority of reports lacked sufficient detail to enable parents to understand the progress children make in other subjects. The inspection finds that the policy for identifying children with special educational needs effectively meets the code of practice.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The leadership and management of the school are satisfactory. The headteacher has developed an ethos that reflects a strong and successful commitment to improving standards. The headteacher, well supported by the senior teacher, provides clear educational direction. She has correctly identified the successful integration of the two newly qualified teachers onto the staff as one of the main school priorities and this is being accomplished well.
42. The co-ordinator roles are presently held jointly by the headteacher and senior teacher; whilst this gives opportunities for the other members of staff to concentrate on their classroom teaching, it does mean that some subjects, such as religious education and information and communications technology, do not receive sufficient co-ordinator time for their development. As a result religious education, which was highlighted as a weakness in the last inspection, still remains so. Staff know their pupils well and work well together to improve all round attainment for pupils. In the case of pupils with special educational needs, this is done successfully, with these pupils making good progress towards the targets set for them. However, for older, higher-attaining pupils, there is not always sufficient challenge in the work and these pupils do not achieve as well as they should.
43. The school has made overall satisfactory improvements since the previous inspection. The quality of teaching has improved considerably, with more than two-thirds of the lessons observed being good or better. This was particularly noticeable in Key Stage 2 English, where results are very high. Teachers' planning is now good and clearly identifies what pupils are to learn during lessons. Whilst the learning objectives are appropriately matched to the average-attaining and lower-attaining pupils, they do not always meet the needs of the older, higher-attaining pupils and this is the principal reason for the lower than average proportion of pupils achieving at the higher levels in mathematics and science. Monitoring of the curriculum has been improved since the last inspection and the results of National Curriculum tests and non-statutory tests for Years 3, 4 and 5 are carefully studied for progress. However, the results are not sufficiently analysed to ensure that strengths are built on and weaknesses are addressed in future long- and medium-term planning. Teachers now have clear job descriptions and these are regularly reviewed. A child protection policy has

been implemented and all staff have a good understanding of the guidance. The school now gives an appropriate amount of time to physical education, has retained swimming for all pupils apart from Year 6 and improvements to the village hall now mean that all aspects of the subject are taught. All staff and governors have a shared commitment to make further improvements and the school has a good capacity to succeed.

44. Governors are very supportive and several visit the school on a regular basis. There is a tradition of focused governor visits to classrooms, which involves feedback to teachers; this is a good initiative for both parties and is indicative of the good relationships that exist between governors and staff. However, the governors do not evaluate the priorities of the school development plan or the effects of spending on attainment. They do have a satisfactory understanding of the strengths and weaknesses of the school but are, at present, too reliant on information given by the headteacher. As such, they do not have enough firsthand knowledge to act as critical friends to the school or to provide a sense of direction for its work. Governors have agreed performance targets for the headteacher and set dates for their evaluation. Whilst they hold the school to account for its standards and regularly discuss National Curriculum test results, they do not at present have enough information to monitor the progress of individual year cohorts. The annual report to parents is informative and well presented but does not meet all the statutory requirements.
45. The school is committed to equal opportunities for all its pupils; this is clearly illustrated by the way that it works to ensure that all Key Stage 2 pupils are able to go on the annual residential visits. The aims of the school are appropriate and well reflected in the following areas of school life:
- the happy and stable environment which values the individual;
 - the encouragement of positive behaviour, mutual respect and co-operation;
 - a stimulating learning environment, with good quality teaching and learning;
 - the good partnerships with parents and the local community.

All these aims have a positive effect on pupils' learning. However, the fundamental aim that pupils of all abilities are challenged to achieve educational and personal success, has not yet been fully addressed.

46. The headteacher has seen all teachers at work in the classroom and sets targets with individual members of staff. However, there is at present no formal record of the reviews of these targets so that improvements can be noted. The two newly qualified teachers have observed their colleagues teaching and they, themselves, have been observed; this provides good opportunities for effective practice to be shared. Appraisal is in place and targets set reflect both the school's immediate priorities and the individual's personal requirements.
47. The school development plan is clearly targeted and dated, with success criteria and supported by financial planning. There are clear links between the setting of the budget and the plan. Previous development plans have been successful in raising attainment in English through the school and in improving results in mathematics and science in Key Stage 2. However, targets for the development of religious education and information and communications technology have not been successful in raising attainment in these two subjects.
48. The school finances are in good order. There are good financial systems in place, with governors regularly monitoring spending. The school secretary, who keeps clear records of curriculum spending as well as records of other school funds, very effectively supports the school. The school administration is very efficient, with routines well established. The school makes satisfactory use of new technology for the day-to-day running of accounts. The very recent audit report had few recommendations, all of which are being addressed effectively. The budget for special educational needs pupils, which is significantly enhanced by money from the school's own budget, is well spent. The special needs support assistant and the classroom support assistants provide very good support for pupils with learning difficulties. As a result of this provision, pupils with special educational needs are well

integrated into lessons and make good progress towards the targets set for them.

49. The school does not have connections with a teacher-training establishment due to its geographical position. The school does give careful consideration to the principles of best value through the work of the headteacher and the governing body. It consults closely with parents and the community over relevant matters and receives good support from them. It is aware of its position compared with local schools and shows due regard to competition when buying new resources. The school gives satisfactory value for money.
50. The school has a satisfactory level of teaching staff who are appropriately qualified to meet the needs of the National Curriculum. The headteacher and senior teacher at present do not have sufficient time to give satisfactory leadership to the eleven curriculum subjects they share, with the result that the co-ordination of information and communications technology and religious education is unsatisfactory. The school has a good number of support staff who make a valuable contribution to the learning of all pupils and particularly those with special educational needs. The school also makes good use of its parents and governors, who give valuable support in the classrooms. The school has a good induction policy for members of staff and as a direct result of this, the two newly qualified teachers have settled well, are confident in their teaching and have made a good start to their teaching careers. Good use is made of the skills of a retired music teacher and a local authority guitar teacher, who regularly work with groups of pupils in school.
51. Overall the accommodation is satisfactory and enables the curriculum to be taught effectively. Classrooms are bright and are generally well resourced for pupils' learning. The school has adequate playgrounds, a popular adventure playground and the use of a neighbouring field. Good use is made of the recently extended village hall for physical education. There is a fenced area for the under-fives but the school lacks large play equipment such as tricycles and pedal cars to aid children's personal and social skills and to develop their gross motor skills. School resources are satisfactory overall; at the last inspection they were unsatisfactory to support the geography curriculum but there is now very good provision for the subject. Similarly there is very good provision for history and good resources for mathematics and science. Only in information and communications technology are there insufficient resources for teaching the National Curriculum. There is a satisfactory range of books in the school library, which is used satisfactorily to support pupils' learning. Good use is also made of the library for small group withdrawal work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to improve the standards of attainment and the quality of education, the governors, headteacher and staff should:
- Raise attainment in religious education through the school by:
 - ensuring the school follows the locally agreed syllabus for the subject;
 - providing a scheme of work which clearly indicates what pupils are to learn in each year;
 - providing in-service training to improve teachers' subject knowledge;
 - ensuring sufficient time is allocated for the teaching of the subject.*(Paragraphs 2, 17, 19, 42, 47, 50, 94, 95, 98)*
 - Improve standards in information and communications technology in Key Stage 2 by:
 - ensuring that opportunities for information and communications technology are built into the curriculum in a structured way and are identified in schemes of work that clearly indicate what pupils are to learn in each year;
 - improving teachers' subject knowledge so that they are confident to teach all aspects of the subject;
 - improving and extending the range of software available.*(Paragraphs 6, 17, 19, 22, 42, 47, 87, 89, 90, 91, 92, 93)*

- Improve the use of assessments by:
 - analysing the results of assessments to highlight strengths and weaknesses of year cohorts and individuals;
 - ensuring future planning builds on the strengths and addresses the weaknesses.
(Paragraphs 35 and 43)

- Develop the role of the governing body by:
 - establishing systems which enable the governing body to monitor the developments of the school;
 - ensuring governors participate more in developing ideas about how the school should improve further;
 - ensuring that statutory requirements, with regard to the annual report to parents, are fulfilled.
(Paragraph 44)

- Organise the curriculum for science, art and design technology so that there is a more consistent focus on the teaching of skills and knowledge throughout the year.
(Paragraphs 19, 86, 103, 105)

- Improve the challenge for older, higher-attaining pupils in mathematics and science by:
 - setting work that is more closely matched to their needs;
 - planning more opportunities for practical and investigation work.
(Paragraphs 2, 16, 42, 76, 77, 79, 84, 85)

In addition to the key issues above, the following minor weaknesses should be considered for inclusion in the action plan:

- Raise teacher expectations of what higher-attaining Year 2 pupils can achieve in their written work. *(Paragraphs 65, 71)*

- Raise the reading attainment of the younger lower-attaining pupils by more careful monitoring of their progress and choice of books to read at home. *(Paragraphs 2, 14, 68)*

- Improve the provision of large play equipment for the under-fives to enhance their creative and physical development. *(Paragraphs 51, 60, 62)*

- Plan more opportunities to develop pupils' multi-cultural awareness. *(Paragraphs 28, 98)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	52	33	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	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	0	102
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	13

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	4
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	13	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	12	12	12
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	95 (91)	95 (91)	95 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	12	12	13
	Total	20	20	21
Percentage of pupils at NC level 2 or above	School	95 (91)	95 (91)	100 (91)
	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	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	6
	Girls	7	4	6
	Total	12	8	12
Percentage of pupils at NC level 4 or above	School	92 (94)	67 (50)	92 (75)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	7	5	6
	Total	12	10	12
Percentage of pupils at NC level 4 or above	School	92 (69)	77 (75)	92 (75)
	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	92
Any other minority ethnic group	0

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 – Y7

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y7

Total number of education support staff	6
Total aggregate hours worked per week	70

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	203,433
Total expenditure	204,644
Expenditure per pupil	1,812
Balance brought forward from previous year	3,285
Balance carried forward to next year	2,074

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	102
Number of questionnaires returned	94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	5	0	0
My child is making good progress in school.	49	45	4	0	2
Behaviour in the school is good.	46	51	1	0	2
My child gets the right amount of work to do at home.	41	48	8	2	1
The teaching is good.	51	45	2	0	2
I am kept well informed about how my child is getting on.	31	42	24	3	0
I would feel comfortable about approaching the school with questions or a problem.	56	37	6	0	1
The school expects my child to work hard and achieve his or her best.	56	43	1	0	0
The school works closely with parents.	39	49	9	2	1
The school is well led and managed.	60	39	0	0	1
The school is helping my child become mature and responsible.	60	37	2	0	1
The school provides an interesting range of activities outside lessons.	19	38	24	13	6

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

53. Children under five are admitted to school in the September prior to their fifth birthday. They attend school part time (mornings only) until the term in which they are five. At the time of the inspection nine of the fifteen Reception year children were still under five. Of these, four whose birthdays are in the summer term, attend part time. On entering the Reception class the attainment of most children is above expectations in speaking and listening, mathematical and personal and social development. By the time they are five all children attain at least the Desirable Outcomes in all areas of learning and many of them attain beyond that level.

Personal and social development

54. Children make good progress in this area of learning. They come into school confidently and understand clearly the classroom routines. Children relate well to one another and talk spontaneously to friends and adults in the classroom. The teacher and classroom assistants talk regularly to the children; they praise their efforts in work and behaviour and effectively raise children's self-esteem. Children show respect for one another and understand the rules of 'taking turns' during a discussion. Behaviour in the classroom is very good. Children respond well in other situations such as assemblies, or when having lunch. They are able to dress and undress for physical education lessons and work co-operatively. Although there are times when pupils can choose a private activity, such as looking at a book or engage in an activity of their own choice, there are too few opportunities for this to happen. Consequently children's independent learning skills are less well developed. Teaching in this area of learning is good and activities are well organised. Reception class staff have consistently high expectations of children and deal sensitively with issues that arise.

Language and literacy

55. Children make good progress in their development of language and literacy. By the time they are five, children's attainment is better than that expected nationally. Children use a growing vocabulary and express their ideas clearly. They speak in clear sentences and are easily understood. All children in the Reception class enjoy stories. They listen attentively and recall details of what they have heard. Stories are used well as a basis for writing. Children demonstrate good writing skills, such as in their descriptions of Mrs Wishy Washy. Writing is generally legible and letters show correct orientation. Children write their own names and most are beginning to read the names of others in their class. They make good progress in learning letter sounds and link initial sounds to words accurately. During one lesson observed, children successfully identified objects and their initial letter, as the teacher took them out of a bag. During guided reading activities, a group of children were able to read simple text unaided. Language development is further provided through role-play. Pupils benefit well from 'serving' or 'eating' in the "Colourful Café" arranged in the classroom.
56. Teaching in this area is good. Activities are well planned and teachers take every opportunity to extend children's vocabulary by encouraging them to express their views. Expectations are high; for example, children had to recall details of a story heard previously. Good strategies are used to teach phonic awareness and other reading skills, such as prediction.

Mathematical development

57. Children's mathematical development is good and all attain the expected standards by the age of five. Pupils learn appropriate mathematical language such as left / right, longer / shorter, lighter / heavier. They recognise common two-dimensional shapes and gain wide experiences of sorting and matching objects, expressing similarities in shape or colour. Children show good understanding of number; all count beyond ten, and show awareness of larger numbers when counting to one hundred. Children understand 'doubling'; older pupils calculate 'double eight',

whilst younger pupils double numbers up to five. Younger pupils place objects on a balance to reinforce the concept of 'lighter' and 'heavier'. Older pupils estimate results before using the balance to check. Classroom displays show sets of numbers, which help children to associate the spoken sound with the correct numeric symbol. Number awareness is promoted well in other areas of learning. In a history lesson, for example, children were asked to define 'a long time ago'. Many did so in terms of numbers of years.

58. Teaching of numeracy is good. Purposeful and well-structured activities are provided which match children's abilities well. There are clear objectives for learning. Resources are used effectively to support children's learning.

Knowledge and understanding of the world

59. Children make satisfactory gains in their knowledge and understanding of the world around them. They have secure knowledge of their own locality. They know, for example, that they live in Beckley and most know the name of the road where they live. Children talk about their homes and pets and recognise similarities between their own and others' homes. They show good awareness of the past. In a history lesson for example, when comparing life in a castle to living in their own homes, children recognised difficulties of lighting and cooking. After discussing their work of a Norman crossbowman, children were able to dress up in Norman costumes to compare old and modern dress. Children gain appropriate experiences with construction kits and jigsaw puzzles, but there were no opportunities for children to explore sand, water or dough during the week of the inspection. Children approach the computer confidently and show good skills when saving and retrieving their work. They control programmable toys, such as a Roamer, to reinforce directional language. Teaching in this area of work is satisfactory. Activities are carefully selected and linked purposefully to the planned theme. Children are encouraged to share their experiences during discussion and the teacher values their contribution.

Physical development

60. The teacher plans carefully for children's physical development and children reach the expected standards by the age of five. Children show appropriate control of their movements when running in the playground and are aware of others around them. They work with increasing control when using small apparatus such as beanbags and hoops. Children handle tools and small implements well. They cut accurately with scissors and have good control of pencils and paintbrushes. Opportunities for outdoor play using large toys and climbing frames are limited. Children attend swimming lessons each week with the rest of the school and make good progress. The quality of teaching for children's physical development is satisfactory.

Creative development

61. Children respond well to the range of creative experiences provided and reach satisfactory standards by the time they are five. They know the primary colours and some secondary ones and mix their own paints skilfully when creating pictures. They use an appropriate range of recycled and collage materials. Their models of animals, for example, are well constructed and attractively painted. They listen attentively to music and respond well to sounds and musical patterns. They identify loud and soft sounds, for example, and can beat time on a tambour or drum confidently whilst others sing.
62. Teaching in this area is satisfactory. The teacher uses her subject knowledge well to plan a range of interesting activities. The current structure of the curriculum, however, does not allow children to develop skills in a systematic way. Whilst resources for under-fives are satisfactory, there are no large toys nor a designated enclosed area outside where children may play.

ENGLISH

63. The previous inspection report found that attainment was broadly in line with national expectations in each key stage, although standards in the middle of the school were lower than expected. The quality of teaching varied from very good to poor and this variation was reflected in the progress of pupils, where low expectations resulted in unsatisfactory standards, with results in the 1995 standard assessment tests for 7 and 11 year olds well below the national average.
64. Present inspection findings are that attainment is in line with national expectations for Key Stage 1 and well above average in Key Stage 2. Teaching is now more consistent, with no teaching being less than satisfactory, and the majority being good. The National Literacy Strategy is being implemented well, and has had a positive impact on pupils' progress. There has been a steady improvement in results for pupils at Key Stage 1, and a significant improvement in results for Key Stage 2.
65. In the National Curriculum tests for Key Stage 1 in 1999, pupils' reading results were above average compared to all schools and to similar schools, with 95 per cent of pupils reaching the expected Level 2 and 33 per cent reaching the higher Level 3. Results in writing were well above average compared to all schools and to similar schools, with 95 per cent of pupils achieving at Level 2, although no pupils reached Level 3, which was below the national average. Teacher assessments were broadly accurate in assessing standards in reading and writing. However, inspection judgement is that teachers have insufficiently high expectations of what some higher-ability pupils can achieve in writing at the end of Year 2.
66. Test results for Key Stage 2 in 1999, when compared to all schools and to similar schools, show pupils achieving very high results with an outstanding 54 per cent reaching Level 5. Inspection evidence confirms that the current standards in English of pupils at the end of the key stage are well above average, with a significant proportion of pupils achieving very high standards. Younger pupils in the top class benefit from the challenge presented by the teacher and by their older peers, so that standards are likely to remain high.
67. Pupils' listening and speaking skills are very good because teachers have good strategies for questioning and pupils are given good opportunities for discussion and to express their opinions in all areas of the curriculum. Pupils of all ages are confident and articulate and keen to share their ideas with their peers and with the adults who work with them. In the class sessions of the literacy hour, pupils show a real interest in the books they are studying and demonstrate a good understanding of the grammar and vocabulary, which is the focus of the lesson. In Key Stage 1, Year 2 pupils enjoy the rhythm of poetry and are keen to show they can identify the rhyming words and use new vocabulary appropriately. At Key Stage 2, the teacher uses the book "Marcella" to provide a good opportunity for pupils to discuss the evidence in the text that shows them that Marcella is blind. Year 6 pupils effectively demonstrate that they can interpret ideas from the text and support their ideas with well thought out explanations. There are some good opportunities for drama at both key stages, with an annual infant production of the Nativity and Year 4/5/6 pupils presenting the Easter story. There are informal occasions for drama and performance during English lessons and in giving oral presentations of research and experiments in other curriculum areas.
68. Attainment in reading at the end of both key stages is above national expectations. By the age of 7, average and higher-attaining pupils use a variety of strategies to tackle unknown words and demonstrate a good understanding of the texts. Higher-attaining pupils read with fluency and select books for independent reading. Readers of below-average attainment are less secure in their reading skills and are not being heard to read sufficiently frequently to enable them to improve their performance. The guided reading element of the literacy hour is being used effectively by the teacher to monitor pupils' attainment and progress. However, there is insufficient guidance for a small minority of younger pupils in their choice of home reading books and home/school reading records do not give sufficient guidance to the parents of these children on how they can help their child. By the age of 11, average- and higher-attaining pupils read with fluency and accuracy, being confident readers with a good understanding of what they are reading. Pupils are introduced to a good range of literature through the literacy

hour and choose appropriately challenging books for their personal reading. The ongoing review, written by pupils as they progress through a book, is a good example of effective teaching.

69. By the end of Key Stage 2, standards in writing are very good. There is a systematic approach to developing skills, which provides pupils with challenges to which they respond positively, producing very good results. Structure, style and vocabulary are effectively introduced and well incorporated into pupils' writing: for example, a study of the dialogue in the text of "Tom's Secret Garden" is used to focus on how character can be interpreted from what the characters say and this is clearly exemplified in pupils' follow-up writing. Drafting and editing are used well to produce carefully-presented finished work; handwriting is good and pupils demonstrate satisfactory skills in word-processing. In Key Stage 1, writing is satisfactory and average- and higher-attaining pupils develop ideas imaginatively. They are beginning to use punctuation satisfactorily, although handwriting is not always consistently well formed. Pupils use phonic skills well and are developing an early understanding of patterns in spelling.
70. The National Literacy Strategy is clearly in place throughout the school and the strong emphasis it places on literacy is having a beneficial effect on pupils' learning. In Key Stage 1, pupils are encouraged to write their own storybooks and contribute to the production of class books, which they obviously enjoy reading. There are good opportunities for pupils to develop their reading and writing skills in other curriculum areas and the well-presented topic books produced are evidence of this. While pupils use information technology to word-process their work, this is underused for research skills and to produce effective layout. Pupils with special educational needs are provided with good support to develop literacy skills and all pupils are involved in identifying targets for the improvement of their work.
71. The quality of teaching and learning is mainly good at both key stages, and never less than satisfactory. Teachers have good subject knowledge and a secure understanding of the organisation of the National Literacy Strategy. Planning is effective, with clear and achievable learning objectives, so that pupils are clear on what is expected of them. Lessons are conducted at a good pace, and in the best lessons, such as in the Year 3 / 4 class, there is an appropriate balance between the different activities of the literacy hour, so that pupils' interest and motivation are maintained. Teachers use effective strategies to meet the needs of pupils of different ages and abilities within the mixed age classes and support assistants are well deployed. However, teachers in Key Stage 1 do not always provide enough challenge for pupils of above-average ability to improve, and generally throughout the school, there is insufficient monitoring and support for below-average readers to enable them to improve their performance. The teaching in the Year 4/5/6 class provides pupils with a stimulating and challenging English curriculum to which pupils respond positively. However, in the lesson observed, the introductory session was overlong and did not allow for pupils to become actively involved. At both key stages, there is effective provision for pupils with special educational needs, with classroom assistants and teachers providing good support for these pupils who make good progress towards their targets. Additional support effectively helps pupils at Stage 3 on the register of special educational needs to meet the targets in their individual education plans.
72. Teaching and learning is enhanced by pupils' positive attitudes to their work and the very good behaviour in all classes. Teachers provide appropriate and interesting learning activities which pupils find stimulating and challenging. Pupils respond confidently, co-operate well in group work and are supportive of each other. Older pupils act responsibly and form very good relationships with younger pupils during the regular occasions for partnership reading. Teachers ensure that pupils are clear about the structure of the literacy hour and pupils organise themselves very well when moving into group activities, working independently when required.
73. The provision for pupils' spiritual, moral and cultural development is good; for example, in Key Stage 2, there are some good opportunities, particularly for older pupils, to discuss issues raised in the texts studied. This discussion clearly shows that pupils can empathise with the characters and debate moral issues. Relationships between pupils are very good and they work

well as a class and in smaller groups.

74. The quality of leadership is mainly good and the headteacher has overall responsibility. The implementation of the National Literacy Strategy has been well managed and teachers are confident and knowledgeable. There is good support for the two newly qualified teachers through regular monitoring. There are sufficient resources, including appropriate texts for the literacy hour teaching and class fiction collections, to promote pupils' reading at home, with the recent addition of non-fiction reading material. The library has a sound stock of fiction and non-fiction books, which is usually used appropriately for research purposes by individuals and small groups. At Key Stage 2, there is regular formal assessment of pupils' reading, writing and spelling skills. However, regular ongoing evaluation of the progress of a small minority of younger lower-attaining readers and some potentially higher-attaining writers in Year 2 is not rigorous enough and these pupils are not making as much progress as they should. The tracking of pupils' attainment has been identified by the headteacher as an area for development.

MATHEMATICS

75. In the 1999 end of Key Stage 2 National Curriculum tests for 11 year olds, standards in mathematics were average when compared to all schools and below average when compared to similar schools. The standards in the present Year 6 cohort are average. Standards of attainment in Key Stage 2 mathematics have risen steadily in the last three years and show an improvement since the last inspection. In the end of Key Stage 1 tests for seven year olds, standards in mathematics were above the national average in comparison to all schools and also when compared to similar schools. Inspection evidence shows that the standards this year are in line with national averages but with a greater proportion of pupils achieving at the higher level compared with last year. Standards have improved since the last inspection.
76. By the age of 11, pupils have good skills in addition, subtraction, multiplication and division and use their good knowledge of tables well. They have good understanding of place value and use this knowledge well in their decimal and percentage work. Pupils have above average skills in their shape, space and measure work. They construct triangles accurately using lengths and angles and use coordinates accurately in the four quadrants. Their data handling skills are satisfactory. They tally information and convert this into graphs. However, their use of information and communications technology to support this work is unsatisfactory. Pupils have satisfactory skills in mathematics investigations, such as in their work on the "Baked Bean Challenge" and "People round the Equator" investigation but the lack of regular investigation work limits pupils' opportunities to use and develop their mathematical thinking in practical situations. Some older, higher-attaining pupils are not always set appropriately challenging work and do not achieve consistently at the higher levels. This was evident in their work on data handling and in investigations.
77. By the age of seven, pupils make satisfactory progress, with higher-attaining pupils reaching appropriate levels. Pupils in Year 1 build well on their work in Reception and have a good knowledge of number bonds up to ten. Pupils have a good knowledge of three-dimensional shapes and show a good understanding of data handling when constructing their graph of favourite colours. Higher-attaining pupils make good progress in their number work and in their reflectional symmetry work. Year 2 pupils make satisfactory progress in their understanding of number pattern and double and halve numbers accurately. They understand place value well; this is clearly shown when they order bottles by the capacity written on the labels. They have a satisfactory knowledge of shape, space and measure, with higher-ability pupils showing good understanding of different units used for measurement. Pupils in Year 3 make satisfactory progress in all aspects of their mathematics work, apart from data handling, where they have too few opportunities to develop these skills. Pupils make good progress in their number work, have above average understanding of number bonds and are accurate in division and multiplication. Pupils' ability to manipulate numbers mentally is developing well through regular work in this area. This satisfactory progress continues in Year 4, except for the higher-achieving pupils who are in the top class. These pupils make very good progress, with a significant proportion of these pupils already reaching the expected levels for 11 year olds.

Good progress is also made by Year 5 pupils in all areas of mathematics, except for investigation work, where lack of opportunity restricts their learning. Some higher-achieving pupils' progress slows in their data handling work when the investigation is not sufficiently demanding, such as when they record individual dice throws on a graph. Pupils with special educational needs are well supported and make satisfactory progress in the work that is set for them.

78. Pupils enjoy their lessons and work hard to improve. This was particularly evident in the Year 1 / 2 class, where the work is challenging and pupils respond accordingly. Pupils' behaviour is good and teachers generally have high expectations of work output in lessons. Classroom routines are well established and pupils quickly collect resources with the minimum of fuss. Pupils show good collaborative skills when opportunities are planned for them, such as when Year 3 / 4 pupils arrange numbers on train carriages to make a set total and older pupils in Years 5 and 6 play a tactical team dice game.
79. Teaching is satisfactory overall, with some good teaching in Key Stage 1. Teachers have good subject knowledge, which is clearly shown in their questioning of pupils. Pupils understand more when teachers give opportunities for them to explain their working to the class. For example, pupils in Year 2 gave individual explanations how they had doubled 23 and 24. The good relationships in all classes encourage pupils to respond well to their teachers' questioning. Teachers' planning is good and clearly indicates what pupils are to learn during the lesson. This was particularly well shared with pupils in the Year 3 / 4 class. Work is generally challenging to all abilities, although higher-attaining pupils in Year 6 do the same work as higher-attaining Year 4 and 5 pupils. Although pupils generally work hard, not all teachers make effective use of time limits to ensure that pupils maintain a pace of working that will allow the work set to be completed by the end of the lesson. Good use was made of plenaries at the end of lessons and very good use was made in the Year 1 / 2 class when pupils explained their work and talked about the elements which they had found difficult. This gave valuable assessment opportunities for the teacher. The marking of pupils' work varies. It is good in the Year 3 / 4 class, where the teacher identifies how a pupil can improve, but there are too few comments in the books of the older pupils, with the correcting of work not being monitored carefully enough. Governors often work in classes during numeracy lessons; they give good, questioning support to pupils with whom they work. The setting of termly individual numeracy targets is a good initiative and gives good opportunities pupils to take personal responsibility for some of their learning. The school homework policy is used consistently through the classes and makes a positive contribution to pupils' learning.
80. The National Numeracy Strategy has been successfully introduced through the classes. Good preparation has been made in the provision of resources and teachers have quickly adjusted to the new format. The termly planning is satisfactory, although the planned opportunities for practical and investigation work are not sufficiently emphasised. The weekly planning is detailed, showing clear development of pupils' skills through the week. The National Curriculum key stage tests and the Year 3, 4 and 5 assessments give a clear indication of pupils' progress as they move through the school. However, these tests are not analysed in sufficient detail to give the school a clear indication of the strengths and weaknesses of individual year cohorts. As a result, strengths are not built on and weaknesses are not addressed in the subsequent long-term planning.
81. The planned development of pupils' numeracy skills in other subjects has not yet been addressed. There is, however, evidence of the use of pupils' numeracy skills in history, design and technology and science and when this happens it creates good opportunities for pupils to use and apply their mathematical knowledge.

SCIENCE

82. Pupils' attainment at the end of Key Stage 2 is average; this is consistent with the previous year's National Curriculum test results that showed attainment meeting the national averages when compared to all and similar schools. Standards show a slight improvement over time, having risen from below average in 1997 and now keeping pace with the national trend. Attainment in science at the end of Key Stage 1 is average. Teachers' assessments in 1999 showed that all pupils reached the expected level, but the numbers reaching the higher levels

were well below average. One of the principal reasons for this shortcoming is the pupils' inability to apply the necessary experimental and investigative skills at the higher level. Overall, standards have been maintained since the previous inspection.

83. By the end of Key Stage 1, pupils have a secure knowledge of forces; they know there are pushing and pulling forces and investigate the effects of rolling vehicles down ramps with different gradients, recording the distances travelled. They complete simple electrical circuits, and learn how springs work by twisting rubber bands and by disassembling clothes hangers. Pupils learn about the properties of materials and judge their suitability for different uses, for example according to their resistance to water or their flexibility. They know that diet is important for healthy living.
84. Pupils in Year 6 demonstrate good knowledge of life processes. They have a good understanding of germination, growth and reproduction of plants and use terminology correctly when describing a flower. They know the names of major body organs and systems and the functions of bones and joints in the human skeleton. Pupils have a satisfactory knowledge of the properties of materials through their investigations into insulation and reversible and irreversible changes. Pupils know about the sources of light and understand how shadows are formed on the ground. Although pupils gain satisfactory knowledge of materials, forces and life processes as they progress through Key Stage 2, their understanding of 'why' and 'how' is not sufficiently challenged through independent investigation. The methods they use to carry out and record investigations are too prescriptive and do not allow pupils opportunities to apply their knowledge and initiative. Higher-attaining pupils have too few opportunities to formulate hypotheses, plan and record using their own methods, and as a result, do not achieve high enough.
85. Very little direct teaching was observed due to the modular planning of the curriculum. In the lesson seen, however, teaching was good. The teacher's good subject knowledge resulted in well-focused planning and teaching, enabling pupils to make good progress in learning about translucent and opaque materials. Questioning skills were used very well to challenge pupils' understanding and to prompt them to make predictions before their investigation. There were high expectations with the teacher setting clear targets for achievement within the lesson. Very good relationships led directly to pupils behaving very well and responding with enthusiasm and interest to the tasks presented. They sustained their interest throughout the lesson with some groups checking and re-checking their findings before recording. However, higher-attaining pupils do not always have the opportunity to select their own materials, or plan their own work in order to extend their investigative skills.
86. The programmes of study for science are adequately covered through the years but the curriculum's organisation is unsatisfactory, as the current system of planning does not provide continuity of learning. For example, Year 4, 5 and 6 pupils in the top class are taught the same topics. These Year 4 pupils make very good progress in particular areas of the subject but this is not sustained and developed as they have no further opportunities to revisit these topics in the next two years. As a result, this very good attainment in a particular aspect is not sustained and Year 4 pupils achieve only average results at the end of the key stage. Samples of work are kept in topic books and profiles, but these are not matched against National Curriculum levels and therefore do not help the school to follow the progress of individual year cohorts. There are assessment procedures in place but their effectiveness is reduced because pupils' knowledge and skills are not developed in a regular, ongoing way. Whilst the school scrutinises its National Curriculum test results carefully, there is no systematic analysis of pupils' strengths and weaknesses. As a result there are still weaknesses in pupils' ability to apply their scientific knowledge in investigative situations. There are also missed opportunities to use computer data handling programs to record the results of investigations.

ART

87. In the previous inspection, art was judged in conjunction with design and technology, and standards seen to be average to good, and pupils made good progress. During the course of

the current inspection, only one lesson was seen, at Key Stage 2, and judgements are based on pupils' work seen in displays and sketch books, teachers' planning and on the basis of the modular scheme of work for all non-core subjects. From this evidence, standards in art are judged to be satisfactory with pupils not maintaining the standards of the last inspection.

88. At Key Stage 2 good progress is being achieved in lessons where teaching is shared with a voluntary art expert. In the one lesson seen, art was related to the history topic of Victorians, and pupils were being introduced to the work of the Pre-Raphaelites. Using a viewfinder to focus on detail in a painting by Millais, they produced very good results. Resources were well prepared, and the teacher had provided a good selection of paint, materials and paper. The collaboration between the art expert and teacher allowed for a good level of interaction and intervention, which encouraged pupils to achieve imaginative and perceptive work, in which they demonstrated a good standard of brushwork and colour matching. Overall, work seen in displays and sketchbooks in Key Stage 2 is satisfactory, but there are not enough good opportunities for pupils to develop a range of skills and to experience a variety of media and techniques.
89. At Key Stage 1, pupils make satisfactory progress and acquire a variety of skills, such as printing, painting and sketching. There are satisfactory links between art work and the ongoing topics. Year 1 pupils enjoy looking at different pictures and have a satisfactory understanding of the work of major artists when they discuss and then copy famous paintings.
90. Pupils in the one lesson seen behaved very well, were enthusiastic and enjoyed the lesson. They worked very well together, sharing equipment and showing consideration for each other. They were well organised and worked carefully and safely. Pupils persevered to produce results they were happy with, and supported each other's efforts.
91. The teaching in the one lesson seen was very good - the result of the good collaboration between the teacher and the art expert. This is providing pupils with skilled support and enhancing their learning, so that the standards of work which are produced in these sessions is very high. However, overall, teachers and pupils are disadvantaged by the organisation of the curriculum that limits the teaching of art skills to two half terms a year. This means that there is not a systematic development of pupils' skills through the whole school year. For example, teachers encourage the use of sketching to illustrate topics, such as sketches of Roman pots, artefacts and natural objects observed during field trips, but a weakness is that there is not a continual development of these skills through a regular teaching input.
92. There is currently no member of staff with responsibility for art. The policy provides satisfactory guidance, with the scheme of work outlining the knowledge and skills to be taught in each year. However, the organisation of the main teaching blocks for the subject does not ensure a systematic development of these skills. There is no portfolio of pupils' work to demonstrate attainment and progress through the years but the school does keep examples of work that reflects above-average attainment.

DESIGN AND TECHNOLOGY

93. Due to the school's modular planning for non-core subjects, no lessons in design technology were observed. On the evidence of pupils' work displayed and of talking to pupils, standards at both key stages are similar to those seen in most schools. Standards have been maintained since the previous inspection.
94. Although pupils work with a limited range of materials the quality of their work is good. Much of it is purposefully linked to other subjects such as history, geography and science.
95. Pupils in the Reception class work with a variety of construction kits to develop manipulative skills and explore how wheels and axles work. This is extended in the Year 1 / 2 class when pupils build moving models to investigate how cogs work and observe their practical application in whisks and hand drills. Recycled materials are used effectively to build lighthouses. Pupils also design and make baskets to winch the 'lighthouse keeper's lunch' to him. Pupils in the Year 3 / 4 class link technology and history well by designing and making Roman soldier puppets. Designs are clearly labelled and include lists of materials and methods to be used. Older pupils in the Year 4/5/6 class use different skills to make puppets dressed in Tudor costume. Costumes are designed and made by the pupils, effectively linking their work to their study of a Shakespearean play.
96. Throughout the school pupils' work is well constructed and attractively finished. They use an appropriate range of methods when joining materials including stitching and adhesives. Resources for design technology are adequate and used satisfactorily to develop pupils' skills.

GEOGRAPHY

97. Standards in geography in the previous report were judged to be in line with the national average. Inspection evidence is that current standards for pupils are above those expected at Key Stage 1 and Key Stage 2. Pupils make good gains in knowledge and benefit greatly from the opportunities they have for residential visits and study of their own locality. It was only possible to observe lessons in Key Stage 1, but evidence of attainment and progress at Key Stage 2 was gained from an analysis of work produced, evidence from planning and discussions with pupils.
98. Teaching at Key Stage 1 builds well on pupils' direct experiences. In the Year 1 / 2 class, the teacher effectively uses pupils' knowledge of their own environment to extend their understanding to the wider world. The teacher uses good resources to make this subject meaningful. Pupils demonstrate a good understanding of the features of their village and its locality, with the support of maps and aerial photographs. There is effective modelling of geographical terms, so that pupils are confident of their meaning and use. The majority of pupils know their addresses and postcode and know that their village is in East Sussex. They effectively develop an understanding of where Beckley is on a map of England and are able to locate Great Britain on a map of the world. Year 1 pupils learn about their immediate environment through finding out about the work done by the different people in the school. The teacher prepared the pupils well to interview the school cleaner. They planned their questions carefully and interviewed her, gaining an understanding of what she does, the materials she uses and where she works. They made effective recordings of their findings, with younger pupils drawing her at work, and older pupils writing simple sentences.
99. Teaching is good overall. Lessons are planned thoroughly and resources well prepared. Very effective questioning is used, which helps pupils to think about what they know and to develop their confidence in sharing their knowledge. Teachers interact well with pupils to challenge them and maintain their interest. Although no lessons were seen at Key Stage 2, the quality of finished work seen in topic books indicates that teaching is good and expectations are high. The content of the topic books at both key stages demonstrates that teachers emphasise the use of correct terminology and that maps, plans, charts, drawings and diagrams are used appropriately to record pupils' experiences. There is good evidence that teachers build on knowledge and skills. For example, pupils in the Year 1 / 2 class have produced a simple, but

well presented, study of the village and their local environment, which is built on and developed in Key Stage 2.

100. Pupils enjoy their lessons and are motivated by the resources and experiences they are given. They behave very well, work hard and persevere to achieve good standards of work. They are interested and keen to contribute their knowledge to discussions. Older pupils in Key Stage 2 are enthusiastic about the trips and the residential visits they take and appreciate the opportunities these give them to develop a wider understanding. The work produced following these visits is of high quality.
101. The curriculum is enhanced by the local and residential visits undertaken by the pupils. Pupils have the opportunity to experience the local environment and to participate in field trips at Ripple Down House in Deal. This enables pupils to study contrasting localities. However, there is no evidence that older pupils make a study of another country. Books and resources are used effectively for research and investigation, but there is little evidence of computer-assisted research, or information technology being used for the production of data. There is, at present, no geography co-ordinator, and while the policy provides satisfactory guidance, the scheme of work does not provide clear details on the development of pupils' skills and knowledge. There are plans to review the curriculum to take account of Curriculum 2000.

HISTORY

102. Standards in history in the previous report were judged to be in line with the national average. Current evidence is that pupils are achieving the level expected for their age at Key Stage 1, and better than expected at Key Stage 2. While there are weaknesses in the modular organisation of the curriculum, this is off-set by the very good opportunities pupils are given for acquiring historical knowledge through the programme of visits and visitors. These considerably impact on pupils' learning, particularly at Key Stage 2.
103. Younger pupils at Key Stage 1 gain an understanding of "a long time ago" through comparing the life-style and dress of Norman crossbowmen with their own contemporary experiences. The teacher uses good questioning to prompt pupils to estimate in years how long ago this was, and builds on pupils' good knowledge of their own locality, such as Bodiam Castle. Older pupils at Key Stage 2 develop their understanding of primary and secondary sources through examining evidence and drawing conclusions. The teacher effectively provides a selection of primary and secondary source material for pupils to examine and the quality of learning is good. Pupils demonstrate a good attention to detail, share their findings with their classmates, and are confident to justify and explain their conclusions. Topic books and classroom displays provide good evidence of pupils' learning: for example Year 3 / 4 pupils have produced a Roman newspaper containing articles on the invasion of Britain and Year 1 / 2 pupils contrast present domestic life with the past.
104. Teaching at Key Stage 1 is satisfactory and at Key Stage 2 it is good. Teachers have good subject knowledge and plan lessons carefully. Questioning is used effectively to develop pupils' understanding of the subject. Resources are well selected and provide a good stimulus to the lessons, for example, younger pupils are provided with material to dress up as Normans. More importantly, teachers accompany pupils on residential visits and day-trips, in which pupils have the opportunity to experience history at first hand and to benefit from the contribution of experts.
105. Pupils enjoy their history lessons. They are provided with good opportunities to work together in groups and conduct their own research. They are keen to contribute their ideas and opinions. Older pupils in Years 4/5/6 work well independently and show care and perseverance in examining evidence. Pupils speak enthusiastically about the trips and residential visits they have the opportunity to participate in. They show, in discussion, that these prove to be valuable experiences, which provide good opportunities for their personal and social development, as well as extending their knowledge of history. At all times, behaviour is very good.

106. The curriculum is satisfactorily broad, and while the modular approach has some disadvantages in maintaining continuity and progress, pupils enjoy the opportunity to study a subject in depth over half a term. Visits greatly enhance pupils' understanding of the subject, and visitors, such as a theatre group, provide insights into Victorian life and Shakespeare's England. However, the use of information and communications technology to support and extend pupils' learning is unsatisfactory. While the policy provides satisfactory guidance, the scheme of work is inadequate in providing detail on the development of pupils' knowledge and skills. There are plans to review the curriculum to take account of Curriculum 2000.

INFORMATION TECHNOLOGY

107. Pupils achieve satisfactory standards in information technology by the age of seven but by the age of 11, pupils' standards are below national expectations. Since the last inspection, standards have been maintained in Key Stage 1 but have declined in Key Stage 2, with learning not keeping pace with recent developments. All classrooms now have at least one personal computer, which has introduced a new range of programs to the school. However, pupils are not receiving systematic experiences, using these programs, to develop their skills through the school. During the inspection, very little teaching of the subject was observed and there is little evidence that information technology is used in other areas of the curriculum, particularly in Key Stage 2. Further evidence was gained from talking to pupils and teachers and from analysing pupils' work; this confirmed that computers are not being used effectively in Key Stage 2 and that the teaching of information technology does not comply with statutory requirements.
108. By the end of Key Stage 1, pupils build well on the good start they make in Reception, with most having a basic familiarity with the hardware and the programs in use. They have satisfactory control of the mouse and know basic keyboard functions. They have satisfactory word processing skills, changing size and font and printing off their work. Good use is made of this, such as in their science display. Pupils have satisfactory modelling and control skills. They use a data handling program successfully to record the different colour cubes used to build "Elmer".
109. Pupils in Key Stage 2 make satisfactory progress in developing word-processing skills. Good examples of this are seen in Years 3 and 4 pupils' work on "Roman Times" and in their memories of their stay at Ripple Down House. Despite experiencing difficulties logging on to the Internet, pupils have used reinforcement programs successfully in mathematics and accessed the Children's Encyclopaedia to gather further information for their Roman topic. Pupils develop satisfactory modelling skills when moving through different parts of a Roman town. Pupils' control and data handling skills are, at present, unsatisfactory.
110. By the age of 11, pupils have developed satisfactory word-processing skills; this was clearly shown in their writing on "Tom's Midnight Garden" and in their description of the "Baked Bean Challenge" in mathematics. However, the word-processing program installed on the new personal computers inhibits pupils' progress and does not easily allow the manipulation of text. Pupils do not have their own files and waste time when retrieving their work. They make satisfactory use of a CD-ROM to support their mathematics work in shape and fractions. Pupils' modelling and monitoring skills are unsatisfactory and they have had very little experience of using a control program. However, pupils' data handling skills are satisfactory and these were used well to draw graphs to record the results of their science investigation on the distance travelled by vehicles moving down a ramp.
111. Pupils have positive attitudes to their work. This was clearly demonstrated in the lessons observed and in talking to pupils. They understand how technology can help their learning but older pupils are frustrated that they are not using the computers regularly in class work. Behaviour is good and pupils use equipment sensitively and with care. Good co-operation was shown in the Year 1 / 2 class, with pupils supporting each other well and taking turns without recourse to the teacher. Many pupils have computers at home and talk enthusiastically about the programs that they use. Several older pupils expressed disappointment with the limited opportunities to use computers in school.

112. The teaching of the subject is unsatisfactory overall; the regular teaching of computer skills is inconsistent through the school and at present teachers lack sufficient subject knowledge to teach the subject successfully. However, the two short lessons observed showed that some teachers have good subject knowledge in elements of information technology work and in these lessons pupils made satisfactory gains in their knowledge. Since the personal computers have been installed, teachers have not had sufficient training with the programs that are installed on them. Whilst teachers feel confident using the programs on the older computers these, because of software and hardware failure, are no longer ensuring statutory requirements are being met. The word processing-program which the school was advised to install does not allow the clear development of pupils' skills, with many pupils being unable to transfer the skills that they have learnt at home on their own computers, to their school work. This is an urgent matter, which the school has not yet fully addressed.
113. The co-ordinator is fully aware that standards are not as high as they were at the last inspection. Changes in staff, the introduction of new programs and the lack of opportunities for training have all contributed to the decline in standards and the decline in the use of computers across the curriculum. The school does not have appropriate software in data handling, modelling and monitoring to develop the subject. There is now an urgent need for the provision of the structure and organisation necessary to enable pupils to develop the skills, knowledge and understanding that is required for them to reach the required skills and to use these skills to support their learning across the curriculum.

MUSIC

114. Pupils reach standards in music expected of their ages by the end of Key Stages 1 and 2. These standards have been maintained since the previous inspection.
115. Pupils at Key Stage 1 begin to understand pitch and tempo and distinguish between the sounds made by different instruments. In Reception and the Year 1 class, for example, pupils select from a range of percussion instruments and say whether it makes a high or low sound. Older pupils listen to and repeat rhythms by clapping or playing an instrument. At Key Stage 2, pupils' skills are extended appropriately. They learn, for example, the difference between 'beat' and 'rhythm' and use their knowledge and skills effectively to compose and perform short rhythmic patterns.
116. Pupils enjoy music; they listen with interest to a wide range of music in lessons and assemblies. They sing tunefully and most recall the words of songs and hymns. Pupils who have violin and guitar tuition, work with enthusiasm and make good progress. The recorder group performs confidently and pupils demonstrate good knowledge of musical notation.
117. In the small number of lessons seen, teaching is satisfactory overall. Good teaching was seen in a Key Stage 2 lesson where the teacher's subject knowledge had a positive impact on pupils' learning. The lesson was well planned and the systematic approach to teaching knowledge and skills led to good progress in the lesson. In all of the lessons seen, there was a good pace to learning. Resources are used effectively and the activities chosen motivate and interest pupils.

PHYSICAL EDUCATION

118. Only two lessons were observed during the period of inspection. However, one of these was a swimming lesson at which all pupils in the school, except for Year 6, were taking part. Judgements about standards are supplemented by discussions and interviews with pupils and teachers and a review of teachers' planning. Based on the available evidence, standards in physical education have improved since the last inspection and are now higher than those expected nationally. This is particularly the case in swimming.
119. At Key Stage 1, pupils recognise the importance of warming up and cooling down after exercise. Pupils respond particularly well to the "video game" warm-up routine and show good control in response to the various instructions. Pupils develop good quality movement sequences and work very hard to integrate these into the music. They practise hard and show a great desire to improve. Pupils have developed a good vocabulary to describe each other's movements. One pupil chose a colleague because "she did a nice star jump". Pupils use their understanding of rhythm in music and adjust the length of the movements accordingly.
120. The standard of swimming in the school is above average with all Year 5 and 6 pupils able to swim at least 25 metres, with many higher-achieving pupils swimming considerably longer distances. They are enthusiastic, clearly reflected in the speed with which they change for swimming. Pupils are grouped according to ability with the younger beginners receiving encouragement to develop confidence in water. Swimmers receive good support to improve their swimming techniques. Instructors and teachers observe pupils' performance and suggest ways in which they can improve and become more effective swimmers. Parents give good support and encouragement during lessons. Pupils' progress is noted as they move through an appropriate skills development programme.
121. The quality of teaching is good overall with examples of very good teaching seen during swimming. One of the main reasons that pupils have such positive attitudes towards physical education is the very good pace of learning and the praise that they receive for their efforts and the quality of their work. Teachers have good subject knowledge that they use well to provide pupils with a range of challenging activities. Lessons are well planned, clearly showing pupils' learning for the lesson. Teachers make good use of exemplars to improve the quality of work and to encourage pupils' confidence in performing to an audience. This effective strategy was well used by the Year 1 / 2 teacher and resulted in high quality work when pupils resumed their practices. Resources are appropriately used but the music used by the Year 2 teacher was initially found to be too fast for the pupils and this resulted in a decline in the quality of their movements. In swimming, the good relationships between adults and pupils promote confidence in water and this contributes to improved performances.
122. The school has addressed the weaknesses identified in the last report. It has maintained weekly swimming for all its pupils, except for Year 6. The new village hall provides an ideal venue for physical education lessons and will soon be enhanced by the delivery of apparatus. Very little time is lost with pupils walking to and from the hall. Some matches are arranged against other schools and pupils' enjoyment of the subject is enhanced through a small number of extra-curricular clubs.

RELIGIOUS EDUCATION

123. The previous inspection found there was insufficient recorded work in religious education to make a judgement on standards of teaching or learning. Current inspection evidence indicates that standards in lessons seen are satisfactory, but that an unsatisfactory amount of religious education is taught and that the expectations of the locally agreed syllabus are not fully met at either key stage.

124. In the lessons seen at Key Stage 2, pupils showed a good understanding of Bible stories and the features and beliefs of Christianity. Older pupils demonstrate a sound knowledge of key figures in the Bible and respond well to the challenge the teacher sets to present events chronologically. Younger pupils apply their knowledge and understanding of the story of Moses to develop an understanding of the Jewish festival of the Passover. In both these lessons, pupils are encouraged to express their ideas and share their knowledge with their peers. The story of the flight from Egypt is brought alive with the use of drama and, through effective questioning, the teacher encourages pupils to reflect on the feelings of the Israelites during their exodus and why they might celebrate their delivery. No lessons were seen at Key Stage 1, but from a scrutiny of pupils' work, there is sound evidence of pupils developing their knowledge of key Bible stories, such as Noah's Ark and the story of the Nativity.
125. Teaching in the two lessons seen at Key Stage 2 is satisfactory overall. Teachers carefully select questions that encourage pupils to reflect on and consider their responses. There is a good selection of materials and artefacts to illustrate the festival of Passover, which were effectively used in the lesson, and to introduce the Pesach meal for the following week. At Key Stage 1, learning is consolidated through the production of individual and group books which show pupils' understanding of the stories and events they have learnt about.
126. Pupils are interested in the lessons. Older pupils use their initiative to present their Bible research, and younger pupils are keen to share what they know of special celebrations. They show respect for other pupils' opinions and are confident to ask and respond to questions. In both lessons seen, behaviour was good.
127. The organisation of the scheme of work for religious education is unsatisfactory and fails to ensure that all the recommendations of the locally agreed syllabus are followed. There is not enough time allocated for the teaching of religious education, and although pupils receive a good understanding of the beliefs and values of Christianity, they are not provided with enough opportunities to study the features of the other major religions. The school has recently received local authority guidance material on religious education, and has plans to implement this to ensure that pupils receive an appropriately broad and balanced curriculum. Resources are adequate.