

INSPECTION REPORT

ROCKS PARK PRIMARY SCHOOL

Uckfield

East Sussex

Unique reference number: 114471

Headteacher: Mrs J L Andrews

Reporting inspector: Michael Chisnall
OIN: 17746

Dates of inspection: 7 – 9 February 2000

Inspection number: 188807

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Lashbrooks Road Uckfield East Sussex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Foster
Date of previous inspection:	7 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Michael Chisnall	Registered inspector	Music	What sort of school is it?
		Physical Education	How well is the school led and managed?
		Religious Education	What should the school do to improve further?
		Special educational needs	
Heather Danpure	Lay inspector		How well does the school work in partnership with parents?
Krysia Baczala	Team inspector	Science	How well are pupils taught?
		Geography	
		Under fives	
Sue Orpin	Team inspector	Mathematics	How high are standards? – pupils' attitudes, values and personal development.
		History	How well does the school care for its pupils?
Kevin Hodge	Team inspector	English	How high are standards? – the school's results and pupils' achievements
			How good are the curricular opportunities offered to pupils?
		Equal opportunities	
Paul Shallcross	Team inspector	Information technology	
		Art	
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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rocks Park is an average sized primary school with 246 pupils from four to eleven years of age. There are thirty children in the reception class. This equates to 234 full-time equivalent pupils. They enter school part-time in the term before they have their fifth birthday and attend full-time from the term in which their birthday occurs. During the week of the inspection there were twelve children attending part-time. There are broadly similar numbers of boys and girls. Attainment on entry covers the full ability range, but is broadly average. Pupils come mostly from the town of Uckfield and represent a wide range of social backgrounds. There are 15 pupils who take free school meals which is below the national average. However, the school believes the eligibility for free school meals to be higher than this. Few pupils come from ethnic minority backgrounds, but three have English as an additional language. There are 52 pupils on the school's register of special educational needs which is higher than the national average. One of these pupils has a statement of special educational needs. The school's context has changed little since the last inspection except that a new primary school has opened in the locality which is contributing to the lowering of the school's roll.

HOW GOOD THE SCHOOL IS

This is a good school offering pupils a good quality all-round education. It achieves standards which are at least as good as they should be and in some subject areas, higher standards. By the time they leave the school, pupils attain standards which are higher than the national expectation in English, information and communications technology, art, physical education and in singing. Pupils have very good attitudes towards school and behave well. All the teaching is at least satisfactory with very high proportions of good and better teaching. As a consequence, pupils learn well and make good progress. The school aims to provide a broad and balanced curriculum and achieves this effectively. Good provision is made for those pupils with special educational needs. Assessment practice is under-developed and systems for monitoring pupils' progress are not as good as they should be. The range of extra-curricular activities is impressive. The school is well led and managed with particularly strong leadership from the headteacher. There is a good ethos related to learning and improvement. Partnership with parents is good and this makes a positive contribution to the work of the school. The budget is managed well. The effectiveness of the school is good and it continues to offer good value for money.

What the school does well

- Achieves high standards in English, ICT, PE, art and singing in both key stages.
- Pupils learn effectively and make good progress in the above subjects.
- Pupils show very positive attitudes toward their learning and behave well.
- Promotes very good relationships across the school.
- Provides good teaching.
- Provides a well balanced and broad curriculum.
- Offers a very good range of extra-curricular opportunities.
- Promotes pupils' personal development well.
- Makes good provision for pupils with special educational needs.
- Cares for its pupils well and provides a safe and secure environment.
- Maintains good relationships with parents and communicates effectively.
- Is well led and managed with particularly strong leadership from the headteacher.
- Has a very good ethos with a strong commitment to school improvement.

What could be improved

- Assessments of pupils' attainment and progress in Key Stages 1 and 2.
- The quality of reports to parents on pupils' attainments and progress.

The areas for improvement will form the basis of the governors' action plan but its strengths far outweigh its weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the last inspection in 1996, the school needed to improve teaching quality, particularly in Key Stage 1, develop the role of curriculum co-ordinators and to ensure that a system of teacher appraisal was in place as well as meeting statutory requirements relating to the daily act of collective worship. The school now complies fully with these requirements. There is a daily act of worship which is open to all pupils. Teachers are regularly appraised and records kept. Each subject area has a co-ordinator who has very clear roles and responsibilities. Time is provided for monitoring purposes and each of them is required to submit an annual audit of future need. Teaching has improved considerably across the school to the extent that it is now a strength of the school.

Standards in several subjects have risen. In Key Stage 1 since 1996 reading has been well above the national average and mathematics has been above the national average. For the same period in Key Stage 2, English has been well above and mathematics and science have been above the national averages. Leadership and management are now good. The school has also maintained strengths in the curriculum and in its links with parents. In the previous inspection the quality of provision for the under fives was good. Standards and provision have been maintained and are still good. Staffing levels of teachers and learning support assistants have been increased and children now receive more individual attention.

Taken overall the school has made very good improvement since the last inspection. Given the positive ethos related to pupils' achievements and the commitment to improvement from staff and governors, the school has a very good capacity to continue improvements.

STANDARDS

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

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

The above table shows that in 1999 pupils attained standards in English which were well above average compared with all schools and with similar schools. In mathematics and science, standards were about average compared with all and similar schools. The school exceeded the targets it had set itself in these subjects. Over the last three years, standards in English have been well above the national average while standards in mathematics and science have been above average. Taking all three core subjects together, the school has broadly matched the national trend in improvement over the last three years.

Work seen during the inspection confirmed these judgements. Standards in English are higher than expectations and in line with them in mathematics and science. In information and communications

technology, art, physical education and in singing, pupils exceed the expectations for their ages in both key stages. In all other subjects, standards are broadly in line with expectations for pupils' ages.

At both key stages pupils' achievement is satisfactory. Pupils continue the sound start in the under fives class and their progress remains steady through Key Stage 1. They learn effectively across different subjects and within a variety of lessons. In the foundation subjects at both key stages, pupils achieve appropriately, but pupils achieve particularly well in information and communication technology, art and physical education. In Key Stage 2, achievement is particularly good for the oldest pupils in the school where the pace and planning of lessons, combined with the high expectations of teachers make greater demands of pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils show very positive attitudes towards learning
Behaviour, in and out of classrooms	Good overall; pupils behave well in and out of classes
Personal development and relationships	Very good; pupils think about the needs of others and show respect for each other and adults in the school
Attendance	Satisfactory; broadly in line with the national average

The response of pupils to the life and work of the school is a major strength. Their behaviour, enthusiasm for learning and commitment to schoolwork make a very important contribution to standards and progress. The school is a very orderly community and one where individuals are valued. Although the attendance rate is broadly in line with the national average, unauthorised absence is below it.

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.

The quality of teaching is a strength of the school and represents very good improvement since the last inspection. Teaching is at least satisfactory in all lessons and good or better in 63 per cent of them. Nearly one fifth of lessons are very good or excellent. No unsatisfactory teaching was observed during the inspection. Teachers maintain very good discipline and have high expectations of behaviour. Their knowledge and understanding of the curriculum is good which leads to effective planning for progress. Knowledge of pupils' prior learning is not used as effectively as it should be in all subjects to promote even better progress.

Teaching of pupils with special educational needs is good and helps them to make good progress. Teaching of English throughout the school is also good as is mathematics teaching in Key Stage 2. The teaching of literacy and numeracy skills is good across the school. There is specific teaching of important skills such as grammar and phonics. Teachers pay particular attention to developing pupils' mental agility in mathematics and encourage them to explain their thinking. The pace of lessons is consistently good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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The quality and range of the curriculum	Good, and particularly so in Key Stage 2. The curriculum is broad and balanced and provides for a range of opportunities. There is a very good provision for extra-curricular experiences.
Provision for pupils with special educational needs	Good. There are good systems for identifying pupils, making the right sort of provision for them and communicating with parents.
Provision for pupils with English as an additional language	Satisfactory. The support the few pupils receive helps them to make appropriate gains in learning and to benefit from the general provision the school makes for all its pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The curriculum and other opportunities in school make significant contributions to pupils' personal development, especially socially where provision is very good.
How well the school cares for its pupils	The school takes good care of its pupils and looks after their welfare very well. It does not monitor their academic progress as well as it should.

The quality of provision for the under fives is good. Children are well cared for by suitably qualified staff. The curriculum for these pupils is broad and balanced and provides for well-planned activities which are suitable for young children. The positive partnership between school and parents/carers helps to support the learning of these youngest pupils.

This positive partnership is evident throughout the school and parents/carers are an important part of the learning experiences in many classes. Communication with parents and carers is generally good except that annual reports on pupils' progress do not consistently meet requirements and tell parents and carers what they need to know.

The school has worked hard to provide a balanced curriculum and it has successfully achieved this. A particular strength is the provision for information and communications technology. The range of extra-curricular activities is impressive with clubs or activities appealing to varied interests. The school is a safe and secure place for pupils and they are looked after well. The newly formed school council provides a forum where pupils' views and ideas are taken into account and promotes good communication and personal development. The school recognises that its assessment procedures are weak and that the monitoring of pupils' academic progress is not as organised as it should be. It has already begun to address this issue.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very good leadership, promoting real school improvement and ably supported by the senior management team. Curriculum leadership by co-ordinators is now satisfactory, an improvement since the last inspection.
How well the governors fulfil their responsibilities	The governors are effective in discharging their responsibilities and becoming increasingly so. They are active in helping shape the direction of the school. They need to be more involved in the monitoring of curriculum issues.
The school's evaluation of its performance	Good overall. The school has a clear understanding of its strengths and weaknesses and knows which improvements are needed. The school improvement plan needs greater clarity, a longer term vision and links with the school's statutory curriculum targets.
The strategic use of	Good. The school uses its resources wisely and is planning well for a

resources	falling pupil roll. It monitors the budget with care. Strategies for determining the cost effectiveness of spending decisions are underdeveloped.
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The school has an adequate number of appropriately qualified staff to deliver the curriculum. This includes a number of learning support assistants who make a major contribution to pupils' learning. The accommodation, although modern and well kept, is only just adequate for teaching and learning purposes. There are problems with noise intrusion, natural lighting and ventilation in several areas of the building and the roof is not always weatherproof. Learning resources are satisfactory in range and quality.

There is a real commitment to improvement among all the staff, particularly those with leadership and management responsibilities. A determination on the part of the governing body to act as a critical friend to the school and to hold it accountable for its standards, coupled with the dynamic leadership and professional knowledge of the headteacher makes for a school which is singularly well placed to bring about further improvements. Although the school needs to extend the range of the school improvement plan, it is committed to obtaining the best value from its life and work and does this well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • Behaviour in school. • The promotion of excellent attitudes and values. • Teaching. • Open door policy and friendly reception. • Parent consultations. • Newsletters. 	<ul style="list-style-type: none"> • Homework. • Information about how their children are getting on. • Approaching school with questions or a problem.

Inspectors' findings confirmed the parents' and carers' positive views of the school. It is a school which is rightly proud of its reputation among parents and carers. Inspectors found that homework is set regularly, but recognise that the school's policy is not always followed by staff in a consistent manner. They agreed with some parents' and carers' concerns about annual reports which are not consistently telling them what they need to know.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of pupils at the beginning of their education is wide, but is average overall. All pupils whose fifth birthday falls during the academic year are admitted either full or part-time from September. According to Baseline Assessment on entering the school, the attainment of the majority of children is broadly average in comparison to other schools locally. Attainment varies from year to year and the Baseline Assessment scores of the current reception class are slightly below that of previous years. There are a few individual children with high attainment and a substantial proportion of pupils, about 20 per cent, need to be assessed for special educational needs. By the time they reach the age of five the majority of children will reach the Desirable Learning Outcomes described for their age.
2. In the 1999 National Curriculum tests at the end of Key Stage 1, pupils attained results that were close to the national average in reading and slightly above the national average in mathematics. In writing however, pupils attained less well compared to the national average for all pupils. In teachers' assessments of science, pupils attained results which were well below the national average. When compared to similar schools, standards in reading and writing are broadly the same, but in mathematics pupils attain standards that are above those found in similar schools. Boys and girls attain similar standards in these subjects and there are no significant differences in results. Teacher assessment for science is well below averages for similar schools. This is because the school's strategies for assessing pupils' progress are under-developed and teachers' assessments are not as well focused as they should be.
3. Over the past four years pupils have attained results which have kept above the national average in reading and mathematics, but in writing, pupils' attainment slipped below the national average for the first time in the 1999 national tests. This group of pupils contained a significantly higher proportion of pupils with special educational needs than the school average. In mathematics, pupils' rate of improvement has not fully matched the national trend. Inspection findings confirm that writing is a weaker aspect of attainment in English at Key Stage 1, but is in line with standards that are expected nationally. In mathematics, the new numeracy strategy has not yet impacted significantly upon pupils' attainment.
4. In the 1999 National Curriculum tests at the end of Key Stage 2 pupils attained results that were well above average in English and broadly average in mathematics and science. When compared to similar schools, the results attained are very high in English, but in mathematics and science they are broadly similar to the average. The number of pupils attaining the higher level five in English is better than that in similar schools, but in mathematics and science the results are around average. There are no significant variations in test results between boys and girls and they attain broadly similar standards in the core subjects.
5. Over the last four years, pupils have maintained standards that have been above the national average at both key stages. The school's trend in results is broadly in line with the rising national trend in results since 1996. Targets have been set for pupils at the end of Key Stage 2 in both English and mathematics for the next two years. In

2000, 84 per cent of pupils attaining level 4 has been set for English and science, while 82 per cent has been set in mathematics. The school has taken effective steps in analysing its results and has effectively implemented the national strategies for literacy and numeracy. These targets are sufficiently challenging and the school is on course to attain them.

6. Across the school girls outperform boys in the core subjects and have been so doing over the last three years. However, the gap between them is less than the national picture and narrows considerably as pupils move through the school. In 1999 there was no difference in English between boys and girls when they left the school and a small difference in mathematics and science. Pupils with special educational needs make good progress and attain standards which are good for their abilities. Many of them show decreasing need as they move through the school, having received good quality support. There is a very small number of pupils with English as an additional language who attain satisfactory standards, supported by the school and the local education authority. Their language skills are sufficient for them to access the full curriculum.
7. In the work inspected, pupils at both key stages attain standards which are above the national expectation in English. In art, information and communications technology and physical education, the standards attained are higher than might be expected for pupils who are seven and eleven. In mathematics and science pupils' attainment is in line with the national expectation at both key stages, and in the remaining subjects of design and technology, geography, history and music pupils attain standards which are expected by the time they are seven and eleven. In religious education, pupils at both key stages attain standards which are in line with the expectations of the local education authority's Agreed Syllabus.
8. At Key Stage 1, pupils attain particularly well in speaking, listening and reading. Pupils talk confidently and use a good range of vocabulary. They answer questions well in literacy lessons and listen effectively both to the class teacher and each other. Pupils' writing ability is satisfactory overall, although the range of writing is narrow. The use of literacy within other subjects is also good with notable examples in history, science and information and communications technology. Pupils' reading ability is good. They are confident in reading from a 'scheme' book and are familiar with terms such as indexes and glossaries. Pupils' knowledge of different authors and styles is also well developed. In mathematics and science pupils attain satisfactory standards. In mathematics pupils acquire sound skills in basic number work as well as recognising different shapes such as pentagons and hexagons. In science, pupils know that the sun gives warmth and light and that it is dangerous to look directly at the sun. In art, good work was seen with colour mixing and pupils produce good finished work. In information and communications technology pupils have a good range of skills in word processing and very familiar with using computers in their daily activities. In physical education, pupils attain well. They move quickly and are controlled in their movements. They move onto apparatus carefully and use it creatively.
9. At Key Stage 2, pupils attain well in all three attainment targets of speaking and listening, reading and writing. By Year 6, pupils are fluent and confident readers. They talk about their favourite authors with enthusiasm and talk about the types of stories they like best. They can comprehend well, particularly during 'literacy hour' activities. They know how to understand different meanings in poetry. Pupils' writing ability is well-developed. They write in a range of styles and for different purposes

such as biographies and diaries. Speaking and listening are also well developed. Pupils speak confidently within lessons and during more structured occasions. They listen very attentively during lesson times and assemblies which enables them to respond well to questions and points of view. In mathematics the oldest pupils are able to recall with confidence times tables, different shapes and their corresponding 'net' shape. Numeracy skills are used appropriately within other subjects such as science for tables and charts. In science, pupils also attain satisfactory standards overall. The oldest pupils know that a fair test and predicting a result are important. They know that seeds can be dispersed in several ways and that light, water and types of soil will affect growth. In art, pupils attain good standards using a wide variety of media, showing advanced skills in colour mixing. Information and communications technology skills are well learnt and used in a variety of subjects. Pupils use word processing effectively and combine this well with other skills in art and design programmes. Skills in physical education are developed well. Pupils in Year 6 show advanced skills in dance using different steps and sequences effectively. Year 5 pupils are good at dodging and marking and pupils can dribble a basketball with skill and speed. In the remaining subjects pupils attain standards appropriate for their age and in music particularly good standards were seen in singing within lessons and assemblies.

10. At both key stages pupils' achievement is satisfactory. Pupils continue their sound start in the under fives class and their progress remains steady through Key Stage 1. They learn effectively across different subjects and within a variety of lessons. The higher achievements in English at both key stages compared to similar schools can be connected in part to the impact of the literacy strategy, but also to the consistently good teaching they receive. Pupils achieve less well in their writing at Key Stage 1 compared to the other attainment targets due to the narrow range of writing activities.
11. The numeracy strategy has not yet had time to impact fully upon attainment, but is providing a good daily range of activities for pupils. In mathematics and science at both key stages, a suitable range of activities is planned which promotes sound achievement for the majority of pupils. The gaining of skills and knowledge is promoted satisfactorily and there is a good balance across the attainment targets. In the foundation subjects at both key stages, pupils achieve appropriately, but pupils achieve particularly well in art and physical education. The support of an 'artist in residence' and the support of extra-curricular activities in physical education have contributed to this higher achievement. In Key Stage 2, achievement is particularly good for the oldest pupils in the school where the pace and planning of lessons, combined with the high expectations of teachers make greater demands of pupils.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, behaviour and personal development throughout the school are very good, representing a major strength of the school and contributing very positively to the ethos and quality of learning. Throughout the school pupils are very enthusiastic and keen to attend school. They want to learn and find school stimulating and enjoyable. They listen well to each other and to the teacher. They are very interested in their work and readily participate in all types of work, whether class activities, individual or group work. They know what is expected of them and look forward to their learning with anticipation. There are very good links with parents which support pupils' positive attitudes effectively.

13. Children who are under five behave very well and have good attitudes to attending school. They learn from the example of older pupils how to behave appropriately in shared areas of the school such as the playgrounds and during whole-school activities such as assembly. The children are happy in school, enjoy most of their work and feel secure in an ethos of encouragement and support. They co-operate with their teachers and with other staff and behave well towards each other.
14. Throughout the school behaviour is good. Pupils understand what is expected of them and settle quickly to their work. They respect other people's property and school equipment. The youngest children are taught to share and take turns with equipment and older pupils can be trusted to use information and communications technology equipment sensibly without direct adult supervision. Throughout the school pupils understand and follow orderly classroom routines. They follow instructions diligently and have the confidence to ask for help when they do not understand. They move about the school calmly and without fuss. At lunchtime a wide range of well-supervised activities is provided for pupils. Midday supervisors have been involved effectively in the school's developments in behaviour policy. Although there are a few particularly challenging pupils, their behaviour is rarely different from the good standard of the majority. The school has developed its management of behaviour effectively both in and out of lessons and this has had a very positive impact on the quality of learning. Although there have been two pupils excluded in the last year, the school did all that it could before taking such action. During the inspection there was no evidence of bullying, sexism or racism and pupils feel that if bullying occurs, it is dealt with swiftly and very effectively. The adults in the school provide a very positive model of valuing difference and respecting all people.
15. Pupils have a good understanding of the impact of their actions on others. They are considerate and tolerant of each other. They are polite and courteous to adults and each other, both in classrooms and around the school. They hold doors open for adults and speak politely to each other.
16. Almost all pupils show respect for the feelings, values and beliefs of others. In assembly, they respect the time for prayer and value the achievement of other pupils. All classes have Circle Time which provides an opportunity for them to reflect and consider different views, feelings and values.
17. Pupils are very good at taking initiative and personal responsibility. Older pupils are responsible for setting the hall for assembly and participate in the school council. The council allows pupils to discuss and become involved in decision making related to school life, for example, the purchase of playground equipment. The older pupils represent other pupils in the school and they are responsible for reporting back to them. The pupils appreciate the responsibility and trust placed in them for this activity. In some mathematics lessons, they are prepared to take risks in their learning and regard incorrect answers as an opportunity to learn. In a history lesson and a geography lesson older pupils were provided with the opportunity to think for themselves and explore some secondary source material which enabled pupils to demonstrate their abilities in independent learning. The school is developing pupils as independent and responsible learners effectively, although there is variation between classes where different levels of opportunity are being provided. Older pupils are very confident and willingly comment on school life and its impact upon them.

18. Relationships between pupils and with adults are very good. Pupils follow the model set by adults and are considerate and sensitive to others. They care about each other and want to help each other in their learning. When given the opportunity, pupils have become very good at working with others. In the playground, they play together well. They enjoy and appreciate their own success and the success of others. Pupils with special educational needs have positive attitudes to their work and gain self-esteem from their success. They are well supported by other pupils around them.
19. The attendance rate in the 1998/9 academic year, was in line with the national average, while the rate of unauthorised absence was below the national average. Registers are completed efficiently and accurately. The school has very effective strategies for following up non-attendance. The attendance rate has been maintained since the last inspection.
20. Pupils' attitudes, behaviour and personal development were a positive feature of the school in the last inspection and continue to be so. There have been improvements in the provision of opportunities for pupils to undertake responsibility both within lessons and outside. However, the opportunities within lessons are not yet consistent throughout the school and vary with the quality of teaching.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is a strength of the school and represents very good improvement since the last inspection. Teaching is satisfactory or better in all lessons and is good or better in 63 per cent of these. During the inspection week, three lessons observed were outstanding. The quality of teaching varies across the school. The highest quality teaching is centred in a few individuals who consistently maintain the highest standards.
22. The quality of teaching has improved significantly since the last inspection. The monitoring of teaching has been stepped up and areas of development have been identified and acted upon. The teachers have adopted a culture in which they share good practice and work together to promote improvement. The next challenge for the school will be to raise standards of teaching generally to the best level that is found in the school.
23. The quality of teaching is good in the under fives class and in Key Stages 1 and 2. The quality of teaching in the under fives is good or better in all lessons. In half of lessons it is very good. This is a high proportion of very good teaching and is a strength of the school. In Key Stages 1 and 2 nearly 60 per cent of the teaching is good or better with slightly more lessons of the highest quality found in Key Stage 2. Overall, the quality of teaching has a positive impact on pupils' learning and the standards they achieve.
24. The quality of teaching for pupils with special educational needs is good. Individual Education Plans (IEPs) provide targets for learning and contain appropriate detail of the skills to be taught and developed. Learning Support Assistants make a positive contribution to the standards achieved by these pupils. Gifted and talented pupils are generally challenged and stimulated by the curriculum the school offers. However, there are occasions when their needs could be met more appropriately. For example in some group activities able pupils are given the same task as the rest of the class or are just asked to do more writing. This does not challenge them or extend their knowledge in the subject being taught, for example in history or science.

25. On a whole school basis, teaching is at least satisfactory in all the National Curriculum subjects. The teaching in art is very good. In Key Stage 1 there is good teaching in English, ICT and physical education. In Key Stage 2 there is good teaching in English, mathematics, ICT, geography and physical education. No judgement is possible regarding the teaching of design and technology, history and music across the school and geography and religious education at Key Stage 1 because the number of lessons taught during the time inspectors were in school was too small.
26. The teaching of literacy and numeracy is good across the school. Good literacy lessons are characterised by active teaching of skills such as phonics, punctuation and grammar. Lessons are planned and resourced thoroughly and promote higher reading skills. Good links are made between spoken and written English and pupils are given a wide range of opportunities to write in a variety of styles. Teachers maintain a brisk pace in lessons and spend a substantial proportion of time in direct teaching. Pupils' efforts are valued and management of pupils is good.
27. In good numeracy lessons teachers explain tasks well and demonstrate number skills effectively. They provide pupils with good opportunities for the development of mental agility and encourage them to describe their strategies for calculation. For example in one lesson which was very good, pupils were working on the making of three dimensional shapes by drawing accurate nets. The lesson began with a range of mental arithmetic games which were rapid fire, enjoyable and stimulating for pupils. The teacher then gave a thorough, clear and informative explanation of the precise task pupils were to do. Work was praised and misconceptions handled sensitively. The teacher had the highest expectations of the class and encouraged pupils to assess their own efforts and improve on them. As a result pupils learned very well and made very good progress. Able pupils went on to make nets for dodecahedrons.
28. All teachers are appropriately qualified for the age of pupils they teach, have a good knowledge of the National Curriculum subjects and use concise subject specific vocabulary correctly. Subject leaders act effectively as mentors to colleagues. For example the subject leader for art has very good knowledge and skill and this promotes the highest standards of art in the school.
29. Schemes of work are in place for all subjects. Teachers' termly and weekly plans are effective and up-to-date. Daily plans are not always clear about exactly what pupils of different abilities are to learn. Teachers plan their lessons effectively and with clear objectives in mind. Good lessons have an appropriate structure and follow a logical sequence. Specific learning targets are identified and teachers make frequent checks for understanding. These lessons offer a high level of challenge and move along at a brisk pace. In a lesson which exemplified excellent teaching in Key Stage 2, pupils planned, practised and improved dance sequences during a physical education lesson. The lesson had an excellent structure and the teacher was confident, knowledgeable and skilled. Pupils warmed up and participated with obvious enthusiasm. They all behaved and concentrated very well, working hard with smiles on their faces. Pupils were able to build on their previous level of skill, developing an increasing sense of rhythm, sequence, body control and poise. Pupils of all abilities and boys and girls joined in with equal enthusiasm and the teacher offered individual support and feedback providing on-the-spot evaluation and points for improvement and increased challenge. As a result, in addition to everyone having a good time, standards were well in excess of those expected of pupils at the end of Key Stage 2.

30. Across the school teachers use a range of teaching strategies well which are appropriate to the age and ability of their pupils and the subject they are teaching. Teachers use a range of methods such as class, group or individual teaching effectively and deploy support staff to good purpose. In almost all the lessons observed, introductions by teachers were lively and purposeful and engaged the interest of the pupils. At the end of lessons, most teachers summarised the key learning points of the lesson effectively.
31. The group work which is a feature of the middle part of many lessons has some weaknesses and should be improved. In a few lessons the introduction made by the teacher is too long so pupils have insufficient time to complete group tasks. In some classes groups of pupils with different ability are all set the same task. This does not challenge the able pupils and pupils with special educational needs make limited progress as the work set is not well matched to their next steps in learning. As a result, the organisation in some classes deteriorates as groups finish. Tasks set for groups need to more tightly focused and better matched to the abilities of the pupils.
32. Teachers manage pupils very well and standards of behaviour are high. Throughout the school there are positive relationships between teachers and pupils and in some classes rapport is excellent. Teachers make it clear what is acceptable and what is not and pupils respond well. Routines in classrooms are well established and pupils are encouraged to develop good work habits.
33. Good use is made of available resources and materials are well prepared and organised. Teachers often enrich presentations by materials they bring from home to illustrate teaching points. Teachers throughout the school create good quality displays in classrooms and communal areas. Displays are visually attractive, offer information and celebrate pupil achievement. The quality of display makes a positive contribution to the learning environment for pupils and to the ethos of the school as a whole.
34. Learning support assistants are deployed effectively by the teachers. There is good communication between the adults in the school and everyone is clear about their roles. Learning support assistants are valued in the school community, have good relationships with pupils and make a positive impact on the standards pupils achieve.
35. Teachers make good use of ICT across the curriculum and teach it effectively. They are supported well by the ICT co-ordinator. Teachers' expectations are high in ICT. They expect pupils to complete tasks and reflect on their achievement.
36. Assessment is not fully developed in the school. No specific teacher takes the lead on assessment and the school lacks a fully implemented assessment policy. In the long term, results of standardised tests are not analysed thoroughly in all subjects in order to review curriculum plans so that any areas of weakness can be addressed. Day-to-day assessment is not effective and is not used to inform planning and teaching. This results in a poor match of activity to pupils' ability in some tasks and limits progress. Pupils' work is accurately and consistently marked although in some cases, marking lacks detail. It is not explicit about strengths or weaknesses and does not set targets for improvement. The school is aware that assessment practice needs review and has begun to make progress by convening a group of teachers who are examining assessment practice. This is a positive step which needs to be developed further.
37. The use of homework varies considerably throughout the school. In the best practice it is used to reinforce and extend what is taught and promotes independent learning. Reading and spelling tasks are set regularly for homework and help to develop and reinforce

pupils' skills in this area. Occasional tasks are set in other subjects, such as work sheets to complete and all pupils have a homework book.

38. Learning is good in both key stages and is linked to very positive attitudes. Pupils learn effectively and make good and very good progress in some subjects. Good teaching overall promotes good learning which in turn has a positive impact on standards achieved. Pupils concentrate well and show great enthusiasm and interest in their lessons and studies. Pupils enjoy literacy and numeracy and make good efforts in these areas.
39. The acquisition of new knowledge is good in both key stages. Pupils work hard to acquire knowledge and listen well to instructions. They have recently used the Internet for research purposes to good effect. The pace of working is good with pupils going about tasks quickly and efficiently. In some subjects the pace of work is high such as art and information technology where pupils are very productive. Pupils are usually always keen to finish tasks because the teachers structure lessons to ensure success and achievement in the time allocated, without compromising quality. Many extra- curricular activities contribute to positive attitudes to learning such as lunchtime computer clubs and sports activities.
40. Group work in information technology is excellent, but in other areas such as science more challenge is needed to stretch pupils and increase the pace of learning. Pupils usually increase their understanding at a good pace and the plenary sessions in most lessons are used to advantage to reinforce and consolidate understanding. In a Year 4/5 art lesson, work was reviewed to pick out successful and creative effort which was celebrated.
41. Pupils are very skilful in many areas of the curriculum including singing, physical education, art and information technology. Pupils' physical efforts reap rewards due to the teaching of fine motor skills, which contribute to better physical control and consequently quality outcomes. Pupils in art develop ideas quickly, modifying artwork and reflecting upon stimuli to produce new compositions with great detail.
42. Pupils' creative effort is very good in areas such as singing, painting and drawing. Pupils sing very well and perform with confidence in celebration assemblies. Artwork is often stunning because of the great creative effort which goes into its production. Pupils concentrate very hard and results are very rewarding. Teachers consistently display pupils' work well and this contributes to positive attitudes to learning. Pupils show a great deal of interest in their own work. Pupils' knowledge of their learning is positive. They know what they have learnt and pick up quickly the next stage of development. They sustain concentration and think and learn for themselves.
43. Where pupils have special educational needs they are supported well at a pace which is appropriate to their learning needs. Consequently, learning is good. In some cases the higher attaining pupils in a wide range of subjects could be stretched more. Pupils' intellectual effort should be further stretched in areas such as investigation activities in science, geography and mathematics and analysis of the design brief at Key Stage 2 in design and technology.

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

44. The curriculum is broad, balanced and ensures that pupils have good access to a wide range of opportunities. Its particular strengths lie in its Key Stage 2 provision, extra-curricular activities and the breadth of opportunities. Subjects such as music, art and other cultural opportunities are given more emphasis than is usually found which enhances the curriculum.
45. The curriculum for the under fives provides children with a wide range of learning activities and introduces them to school life well. It is planned to promote achievement in the Desirable Learning Outcomes for children under five and includes religious education and information and communications technology. It prepares the children well for entry to the National Curriculum at the age of five.
46. The school provides a balanced curriculum. Much of it is based upon published schemes of work and national guidance. It follows a two year cycle so that work in mixed age groups is not repeated. This is an improvement since the last inspection which highlighted a lack of schemes of work in some areas. Sound improvements have been made in the overall planning of the curriculum. Long term plans are based upon published guidance and give a good overview of what is taught at various key stages. Weekly plans highlight effectively what is to be taught for each class and support pupils' sequence of learning. The school has implemented the National Literacy and Numeracy Strategies with some minor modifications. This is largely successful, although planning for group work in literacy lessons varies in quality. This occasionally leads to higher attaining pupils not being fully challenged. The numeracy strategy has helped focus teachers' planning, but has not yet fully impacted upon the standards attained by pupils.
47. Overall the curriculum promotes above average standards, particularly in English, information and communication technology and physical education. The provision for art activities is particularly good, supported by having had an 'artist in residence'. Work in information technology is also well implemented particularly in Key Stage 2. Pupils use computers for a range of activities and teachers use them as teaching tools during some lessons.
48. The provision of extra-curricular clubs is very good. There is a range of sports clubs such as netball and football and others such as board games, embroidery and singing clubs. These combine well with other additional activities such as involvement in sporting tournaments, music festivals and visits to local places of interest. These contribute to the standards attained and help to motivate pupils' learning. The school makes good arrangements for pupils' sex education and statutory requirements are met. There is good provision for health and social education, including attention to substance abuse. The school makes good provision for religious education and follows the locally Agreed Syllabus. There is also good provision for pupils with special educational needs where early identification leads to appropriate support being given to these pupils. This support is planned and monitored well. Satisfactory provision is made for pupils with English as an additional language.
49. The school makes good overall provision for pupils' spiritual, moral, social and cultural development. There are good opportunities provided within the life of the school for pupils to develop their understanding and particularly good provision is made for their social development.

50. Pupils' spiritual development is promoted well. There are times during assemblies and within day-to-day activities which help pupils to develop their spiritual awareness. Assemblies which focused upon the value of a 'promise' and the beauty of the environment were particularly good examples. Within religious education lessons and art activities there are opportunities for pupils to reflect upon the beliefs and values of others.
51. Pupils' moral development is promoted effectively. Each class has a set of rules which pupils know and largely follow. Pupils are reminded about these regularly, but this is carried in a quiet and unobtrusive way. Opportunities are provided both within assemblies and Circle Time to remind pupils how to behave and the value of right and wrong. Pupils generally care for their environment and respect each other's property. There is a positive ethos of respect which is promoted by all teachers and the headteacher gives a clear and effective lead in this area.
52. The social development of pupils is promoted particularly well. Pupils take care of one another generally and older pupils sometimes are responsible for younger pupils. They have a variety of responsibilities such as playground helpers and for showing people around the school. There is a school council which meets regularly to discuss issues and difficulties. Pupils work together in classes very well and there are ample opportunities for pupils to work in pairs and larger groups. Circle Time is popular with pupils and allows them to explore feelings and issues together. A good example was seen in a Year 2 lesson where pupils learnt about co-operation in a fun way.
53. Cultural development is good overall. Pupils have benefited from having an 'artist in residence'. This has promoted art activities very effectively. Other experiences have included plays, visiting musicians and visitors depicting historical characters such as a Roman soldier. Pupils' own culture is explored effectively with other local visits to places of interest ranging from the local fire station to museums. Different faiths are explored within religious education lessons and assemblies. Pupils' multicultural experiences are promoted satisfactorily with links with other countries, sponsoring a child for example. Stories with multi-ethnic themes are covered in assemblies and are supported by a range of resources such as books and posters as well as materials which cover different faiths.
54. Overall, there have been significant improvements since the last inspection, notably the subject schemes of work. Strengths in special needs provision and extra-curricular activities have been maintained and built upon.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55. The school provides good care for its pupils. The school has very good procedures for child protection and ensuring pupils' welfare. It has a good policy for health and safety and staff training is monitored well. The school works effectively in partnership with other agencies to secure pupils' welfare and involves and consults with parents and carers effectively. While the headteacher knows all pupils well, the class teachers effectively provide the first link with the child. Pupils and adults treat safety issues seriously both in lessons and in the way pupils move around the school. Supervision of pupils at all times of the day is very effective. Procedures for monitoring and improving attendance are good and staff ensure that their pupils are punctual throughout the day. The school has an effective programme of personal, social and health education using Circle Time to ensure that pupils are aware of how to keep themselves safe and healthy.

56. The school provides good educational and personal support and guidance for pupils. It has a clear code of behaviour to which pupils adhere willingly and procedures for monitoring and promoting it are good, as are procedures for monitoring and eliminating oppressive behaviour. The approach to maintaining good behaviour is one that encourages rather than punishes, although there is a clear set of sanctions in place. Pupils know whom they should see if they are in difficulty and they find the school a safe, fair and just environment in which to work and play. They know that bullying, racism and sexism are unacceptable and the discipline policy incorporates a section on procedures to deal with bullying.
57. The monitoring of pupils' academic attainment and progress is unsatisfactory. While there are some good examples of assessment taking place, for example in the under fives class and in some Key Stage 2 classes, there is little consistency in the procedures for assessing pupils' academic attainment and progress. The examples of good practice include the use of self-assessment through a 'traffic light' approach, which involves pupils in identifying their level of understanding and how much they have enjoyed the learning, and the use of targets set for individual pupils. However, in some classes, the teachers' use of assessment does not inform the planning of activities well enough to ensure that the tasks match pupils' level of attainment. Similarly there are insufficient procedures for recording assessment to guide curricular planning on a longer-term scale. The marking of pupils' work is regular, but does not include sufficient constructive comment in most classes. There are no school subject assessment portfolios, apart from the beginnings of a literacy portfolio. Procedures for assessing pupils' attainment and progress are unsatisfactory. The school does have objective data from tests at the end of every year. They have begun using this to set school and cohort targets for English and mathematics and identify those pupils whose attainment might be improved by additional help and support. However, this information is not yet fully used to monitor the progress of individuals, classes and cohorts as they progress through the school.
58. The assessment of pupils with special educational needs is very good throughout the school, clearly identifying individual targets and special support. The school's support to the pupil with a statement of SEN exceeds the provision outlined in the statement. Children in the reception class are cared for very well. They are made to feel welcome and secure as they enter school and most readily adapt to school routine.
59. The procedures for monitoring and supporting pupils' personal development are satisfactory. In some classes, such as the under fives, there are clear records which indicate pupils' development and experiences which will be appropriate for individuals and groups. In other classes teachers know their pupils well and they use their insights to offer tasks or to ask questions which extend their pupils' personal development.
60. The last inspection found inconsistency in assessment that continues to exist. However, there have been some improvements in the area of assessment, including the collection and use of data from objective tests, the use of Salford tests to inform the teaching of reading and an action plan for the development of assessment. As yet, the action plan has had little impact on the assessment practices.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. The school has maintained its good links with parents and carers and their views of the school are predominantly positive. Parents' and carers' involvement in the work of the school remain very good. This good partnership between school and parents and carers is having a positive impact on the standards that pupils achieve.
62. Most parents value the open door policy, the friendly reception they receive and the ease with which they are able to see the headteacher or class teachers. However, a few parents do not feel comfortable about approaching the school with questions or a problem. Parents like the meetings with teachers to discuss their children's work and the ease of getting suitable appointments. The home-school books which pupils take home each day provide another good channel of communication between school and home which some parents and teachers use very effectively. There are good relationships and regular contacts with parents of pupils on the special needs register. Parents are involved at an early stage if problems arise and are kept informed of progress at regular intervals.
63. The quality of the written information provided for parents is satisfactory overall. There are many good documents, such as the prospectus, newsletters, letters about what classes will be studying, the homework policy, guidelines on homework and reading and the home school contract. These all inform and assist parents in understanding what goes on in school and how parents can continue children's learning at home. The school also provides helpful meetings for parents such as the one last term on the numeracy strategy.
64. The weakness in the information given to parents is in the quality of pupils' reports. The inspectors agree with those parents who did not think they are kept well enough informed about their child's progress. The curriculum statement which is attached to pupils' reports and indicates what they have been taught is helpful, but the quality of the comments in the reports is variable. Many of the comments are vague and non-specific and do not clearly tell parents which aspects of each subject their child can do well nor what they need to concentrate on to do better. The school is not always meeting statutory requirements on reporting pupils' progress in information and communications technology as this is missing from some reports.
65. Parents' involvement in the work of the school continues to be diverse and very good. Most of the governors are parents. Parents regularly assist teachers in classes, sometimes with specific subjects such as art. Parents help on visits, including the long educational visit. There is an active and effective Friends' Association which supports the school in many ways. It has recently raised money to buy stage equipment for the hall and provide many social events. Parental support has enabled the swimming pool to remain open. Parents also help with clubs, the library, cycling proficiency training, maintenance of the nature trail and have provided equipment for the school.
66. The majority of parents and carers help their child learn at home and make a good contribution towards their education by listening to them read, providing resources for them to do their homework, ensuring homework is completed and generally encouraging them to develop an enquiring mind.
67. The school works well with parents to help them prepare their children for entry to school. The reception teacher visits the local nursery schools or playgroups which the children attend in order to meet them. Invitations are extended to parents and children to visit and spend some time in school in the term before they attend and good information about the

school is provided for parents and carers. Partnership with parents was noted as a strength of the school at the last inspection and this has been maintained.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The school is well led and managed overall, which represents an improvement since the last inspection. The rigour with which those with leadership and management responsibilities carry out their roles makes a major contribution to the effectiveness of the school and to the standards it achieves.
69. The governing body is effective in discharging its statutory duties and has a good understanding of the school's strengths and weaknesses. Through its committee structure it undertakes monitoring of the school's life and work and has positive links with the senior staff of the school. It has set performance targets for the headteacher and deputy headteacher and ensures that the school is accountable for its standards. It does not rubber-stamp decisions made by the senior staff of the school, but questions them rigorously so that it has good understanding of how and why the school is developing. At present the school is experiencing a fall in pupil numbers due in part to a new primary school opening in the town. This means that the budget is under severe pressure. The governing body is actively involved in planning for the future financial security of the school and has good understanding of the implications for the delivery of the curriculum. Its involvement in planning for future educational priorities is less rigorous, but developing well. It recognises the need to be more closely involved in curriculum monitoring through the school's improvement plan and has requested training in this area. It is particularly well placed to support further school improvement and to develop systematic strategies for determining the cost effectiveness of its spending decisions.
70. The headteacher provides very good leadership for the school and has continued to promote real improvements since the last inspection. She is a visible presence in the school, directing educational improvements and making evident the very positive ethos which pervades the school. Under her leadership, the quality of teaching has improved considerably since the last inspection, as has curriculum planning and the fulfilling of statutory requirements. This has been achieved partly through a clear and rigorous system of monitoring the work of the school which celebrates good practice and identifies areas which need to be improved. Formal appraisal of the work of staff is now in place, an improvement since the last inspection. There are three particular features surrounding delegation which contribute to the efficient management of the school. The first is the work of the senior management team which enables decisions, consultation and communication to be effected well. The second is the promotion of subject leadership by individuals on the staff. This was a weakness at the last inspection and is now satisfactory. The school now needs to look carefully at how this middle management structure can develop its ability to impact upon standards in all subjects. The third feature is that relating to curriculum development and the setting up of small teams to undertake this work. The school had already identified that assessment practice was weak and action is being undertaken to address it. Leadership is good in the lower part of the school. The teacher in charge of the reception and Key Stage 1 classes provides strong educational direction for the planning and teaching of the curriculum. High expectations are set for behaviour and for learning.
71. The school improvement plan covers important areas for development and is rightly focused on the key skills of literacy, numeracy and information and communications

technology. It is addressing the issue of pupils' writing skills. As yet it is not strategic enough and does not address issues beyond the current year, including action to be taken by the school in reaching the targets it has set itself for 2000 and 2001. It does not make clear enough how success will be measured, nor how progress will be monitored. More use of the comparative data on academic and other performance would help the school to determine its priorities for the future. The governing body needs to be more closely involved in the plan's monitoring and evaluation.

72. Communication in the school is good and the school day runs smoothly. Office staff provide good quality and efficient support to the senior team and to pupils. The budget is monitored effectively so that at any time the governing body or the headteacher know the current position. Newly qualified teachers are provided with good quality support and the specific grant which the school receives is well targeted to provide for their needs. Regular meetings are held with learning support assistants and midday staff. These serve to induct new staff well and to share important information about pupils. As a result, support staff are well placed to meet pupils' needs both in and out of the classroom. A recent and valuable innovation is the school council, a forum where elected pupils can share concerns or ideas with the headteacher. One outcome of this is improved resources for use at playtimes. This also contributes very well to pupils' personal development and furthers the ethos of care and equal opportunities. New teachers are inducted well and receive appropriate support and encouragement which includes evaluation of progress.
73. The leadership and management of special needs provision in the school is good. This was recognised by parents. The Special Educational Needs Co-ordinator (SENCo) has very good systems for identifying and tracking pupils who have special needs and in deploying the right sort of help for them to make good progress. She monitors the work of learning support assistants and meets with them regularly. Communication with parent is good and a real partnership exists.
74. The school is making very good use of new technologies both in the classroom and in the office. It has embraced the possibilities which are offered and is an integral part of the school's work. Part of this success is due to ICT being used to promote skills in the wider curriculum. Planning has ensured that staff look for these opportunities and deliver them. Use is also made of the technologies by pupils during lunchtimes.
75. There is a good match of teachers and support staff to the demands of the curriculum and where staff have particular expertise this is used well, for example ICT and dance. The last inspection noted that some staff did not have the confidence or the expertise to lead subjects effectively. This is not the case now. The school spends a little more than average on support staff, recognising the need to meet particular demands relating to literacy provision and special needs. Although the school has cut back on spending on educational resources this year, these are sufficient to meet curriculum delivery demands.
76. The accommodation is adequate for the delivery of the curriculum and is well maintained and kept in good order. Staff provide stimulating learning environments for their pupils. Nevertheless, there are problems in some areas. The open-plan nature of parts of the building means that noise from practical activities sometimes impinges on learning in nearby areas, particularly for the younger pupils. There are few opening windows and ventilation is not good. Artificial light is needed at all times, contributing to energy costs. Staff and pupils work hard to make the best of it. The

grounds are outstanding and provide first class learning opportunities linked to environmental studies and outdoor education.

77. The school applies best value principles well. Educational spending is based upon a needs analysis by staff at the start of each financial year. Consultation about curriculum is effected through subject leadership and the curriculum committee of the governing body. Other issues are considered in a variety of forums - the Friends of the School Association or the school council, for instance. Tenders are sought for major spending decisions; lesser ones are subject to research for the best price.
78. Good use is made of the school day and short periods of time are used effectively for learning purposes. The school does make some use of the comparative data which is available to check how well it is doing in comparison with others schools. This needs to be extended beyond academic data to consider spending patterns, time allocations and staffing ratios.
79. Taken overall, the school portrays a real sense of wanting to improve further, despite having improved very well since the last inspection. It is well placed to continue that improvement because staff and governors work hard to provide the best possible environment for pupils to learn and make progress. They work as a team and share leadership and management responsibilities. The school continues to provide good value for money, a strength maintained since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve procedures for assessing and recording pupils' attainments and progress so that teachers have clear records of prior learning which will enable them to plan learning activities which will promote high standards in all subjects by:
 - ◆ identifying key skills and ideas in each subject which will form the basis for ongoing records;
 - ◆ determining methods for assessing how well pupils have achieved these;
 - ◆ introducing moderated samples of work in each subject to provide exemplars at different national curriculum levels;
 - ◆ extending the good practice already evident in individual target setting and pupil self-assessment.

(Paragraphs 2, 36, 57, 60, 113, 115, 128, 130, 142, 155, 159, 163, 168, 173.)

- Improve the quality of reports to parents so that they meet requirements by:
 - ◆ providing a heading for each National Curriculum subject;
 - ◆ making clear what pupils have achieved in the year, using assessment records;
 - ◆ identifying what pupils need to work on in future to improve attainment or progress.

(Paragraphs 64, 159.)

Other issues which should be considered by the school

- Raise the level of all the teaching to that of the best through more rigorous group work and making better use of assessment data. (Paragraphs 24, 31, 36, 40, 57, 113, 114, 128.)

- Make better use of the library facilities for individual research. (Paragraph 101.)
- Improve writing skills in Key Stage 1 through continuing to implement the school's existing plans. (Paragraphs 2, 3, 8, 10, 102.)
- Improve the school improvement planning process by extending its scope beyond the current year, linking the school's statutory targets, improving the criteria for judging success and making clear the role of governors and senior staff in its monitoring and evaluation. (Paragraphs 69, 71.)
- Develop better strategies for determining the cost effectiveness of spending decisions. (Paragraphs 69, 78.)

• **PART C: SCHOOL DATA AND INDICATORS**

Summary of the sources of evidence for the inspection

Number of lessons observed

49

Number of discussions with staff, governors, other adults and pupils

26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4%	15%	42%	36%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	234
Number of full-time pupils eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	52

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	94.7
National comparative data	94.1

Unauthorised absence

	%
School data	0.1
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	14	19	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	14
	Girls	16	15	18
	Total	27	25	32
Percentage of pupils at NC level 2 or above	School	82 (87)	76(89)	97 (83)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	16	15	15
	Total	27	26	27
Percentage of pupils at NC level 2 or above	School	82 (89)	79 (96)	82 (85)
	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	19	26	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	13	16
	Girls	25	19	21
	Total	41	32	37
Percentage of pupils at NC level 4 or above	School	91 (83)	71 (78)	82 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	17
	Girls	24	20	22
	Total	40	34	39
Percentage of pupils at NC level 4 or above	School	89 (85)	76 (83)	87 (88)
	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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	215
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	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	25.7
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	101

Financial information

Financial year	1998/1999
	£
Total income	423,120
Total expenditure	418,125
Expenditure per pupil	1,572
Balance brought forward from previous year	4995
Balance carried forward to next year	5021

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	234
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	40	7	1	1
My child is making good progress in school.	49	41	6	1	3
Behaviour in the school is good.	42	49	6	1	2
My child gets the right amount of work to do at home.	22	51	20	7	0
The teaching is good.	47	43	7	0	3
I am kept well informed about how my child is getting on.	33	46	16	4	1
I would feel comfortable about approaching the school with questions or a problem.	51	35	12	2	0
The school expects my child to work hard and achieve his or her best.	50	38	9	0	3
The school works closely with parents.	48	41	11	0	0
The school is well led and managed.	48	37	5	4	6
The school is helping my child become mature and responsible.	45	42	10	0	4
The school provides an interesting range of activities outside lessons.	35	49	7	2	7

Other issues raised by parents

- School builds pupils' confidence
- There is a good balance between the basic curriculum and wider experiences
- The Friends of the School association is very active and supportive
- Provision of homework is inconsistent across the school

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

80. The quality of provision for the under fives is good. Children settle in to school quickly and well. Children's attainment on entry to the school is broadly in line with the national expectation and they make good progress. The majority of children reach the Desirable Learning Outcomes by the age of five and are ready for the National Curriculum.
81. The quality of teaching in the under fives is good or better in all lessons. In 50 per cent of lessons it very good. This is a high proportion of very good teaching and is a strength of the school. Teachers are knowledgeable about how young children learn and are competent in managing classes. The children are well behaved for their age and cooperate with their teachers and with each other. Other adults working in the under fives class make a significant contribution to the good behaviour and progress of the children. The strong position noted at the last inspection has been maintained.

Personal and social development

82. The provision for children's personal and social development is good and occurs as a result of planned activities as well as spontaneously when young children interact during group tasks. Teachers create many opportunities for children to be involved in role play such as when they use the class puppets or look at books together in the class 'lounge'. The curriculum is effective in providing a range of high-quality planned activities designed to promote independence, self-esteem, confidence and self-awareness. Teachers work hard in advising children how to share with each other, to point out right from wrong to them and to praise them for positive behaviour such as looking after and tidying their own belongings or taking turns when speaking. Children learn how to interact well with each other, with pupils of all ages and with other adults in the school community.
83. Children's increased participation in activities such as physical education helps them learn independence in dressing and in personal hygiene. They tackle these aspects well. Children make good progress in the acquisition of personal study skills. They can use materials, resources and equipment such as computers with respect and most can concentrate and remain involved in a task when required so to do. Overall the school makes good provision for children's personal and social development.

Language and literacy

84. On entering school, children have attainment in language and literacy that is broadly in line with what might be expected nationally, although in the current year group, standards are slightly lower than usual. A few individual children are able to read and write well for their age, have a good vocabulary and can express themselves articulately in whole sentences. The majority of children can name and write some letters and recognise simple words. A small group of children are not yet able to read and write simple sounds. They have a poor vocabulary and some have difficulty in speaking clearly or in complete sentences.
85. Teachers provide for this area of the curriculum very well.
86. The development of writing is encouraged through tracing, copy writing, the making of books and a range of mark-making activities. Reading is developed through successful

strategies such as the learning of the sounds made by letters of the alphabet. Children are taught how to recognise the written form of frequently used words and these are displayed around the classrooms. They can recognise their own names and can recite nursery rhymes from memory. The school introduces children to what they can expect during the daily literacy lesson gradually, so that by the time they enter Year 1, they are ready for whole class teaching and group work.

87. The teaching of speaking and listening is good. Staff engage children in both planned and spontaneous conversation. For example, in one lesson a class was asked to take it in turns to speak about words they knew which contained the letter 'o' such as on, octopus and orange. Children were sensitively encouraged to take turns and listen carefully to each other and felt secure enough to 'have a go' and suggest other words.

Mathematics

88. The school provides well for the development of numeracy in the under fives and most children will achieve the Desirable Learning Outcomes by the time they are five. Children are involved in early work which develops an understanding of number, shape, time and measuring. They can recognise patterns and sequences and develop simple mathematical ideas. The majority can say the names of numbers to 10 and recognise and begin to record them. A few children can count to 20 or more. A small number of children still cannot count to ten and become confused if asked to put the numbers in order. The teaching of numeracy is good and often very good. For example, during the inspection the children were taught how to count up to and back from 12. The teacher used good resources such as a number line well. Very good feedback was given to children to encourage them and correct their learning. More able children were challenged to think about how many were left if a number was taken away from 12 and were able to say that if this was put back they would have 12 again. Use of correct mathematical language was encouraged and the lesson had a very good impact on learning and standards. The classroom has a good range of materials with which to promote mathematics, for example a clearly displayed hundred square, a number line and equipment such as weighing scales.

Knowledge and understanding of the world

89. Children's knowledge and understanding of the world is not well developed when they arrive in school. Many do not have good general knowledge for their age and lack the vocabulary to describe simple things, for example the passing of time, yesterday, today, tomorrow, or the names of the seasons. They cannot name the features of simple plants or animals on entry. Good teaching of this part of the curriculum leads to good progress in acquiring knowledge, skills and understanding. Teachers have a good understanding of how important it is for young children to learn about their world and convey an enthusiasm for discovery.
90. The classroom is well stocked with natural objects for children to explore, such as cones from trees, seashells, pebbles and plants. Children are taken for investigative walks in the school grounds and notice the passing of seasons, for example by noting footprints of humans and animals in the snow in winter. Through displays in the classroom their attention is drawn to information such as the colours of the rainbow or calendars and clocks which show the passing of time. Most children can say the days of the week in sequence and some can say the months of the year. In geographical work children look at pictures of far away places and examine maps of the world and the globe. They can say that they live in Uckfield and that this is in England. They can recognise commonly

used weather forecasting symbols and say what they represent. Children have many opportunities to develop early understanding of design and technology through playing with sand, water and construction kits that have basic gears and moveable parts which can be connected and disconnected in various ways.

91. Opportunities for an increased technological awareness are planned and the teachers involve children in specific learning tasks using computers. The majority of children know how to locate a cursor on a screen using a mouse and that they must 'click' to make something happen. Some have knowledge beyond this from experience gained at home. Children also learn to use other equipment such as cassette players. They are cautioned about safety when using this type of equipment and are very sensible.

Physical development

92. Children's physical skills are developed well through a range of appropriate activities. The teaching of this part of the curriculum is good and ensures that children have fun while they are learning. Children have many opportunities to practise fine motor skills by drawing, cutting, sorting, threading, sticking and building. They gain increased confidence when using mark-making materials and simple tools such as scissors.
93. Good opportunities are provided for children to develop their physical mobility and awareness of space. In physical education lessons they improve their strength, balance and co-ordination through catching and throwing, jumping and balancing. There is a paved outdoor area adjacent to the under fives classrooms. Although it is not securely fenced, it is in an area of the school away from roads and public access and children are well supervised while outdoors. The area provides good opportunities for children to play and to develop their physical skills by using the equipment such as scooters and trolleys. The children are very well behaved in physical education lessons. Most children can get changed on their own and are very good at following instructions.

Creative development

94. Good teaching accounts for good progress in children's creative and aesthetic development. Activities are planned well to allow children a wide range of opportunities to work with many materials and explore their senses through a range of activities. Children are encouraged to look at pictures by famous artists and make their own by using many different mark-making materials with which to colour and print. They can use paint to fill in spaces. They make models by cutting and folding and by using materials such as card and modelling material such as plasticine. They sew patterns such as simple cross stitch fabric samplers and cut out doily patterns in paper.
95. Musical development is provided for well through singing and chanting. Children listen to music and can say if it is loud or soft and can say whether it has a rhythm. They can sing songs from memory and learn new ones, starting and stopping at the appropriate times. They learn to make music by making sounds with percussion instruments. Taken together, the range of creative activities makes a positive contribution to good pupil progress in the arts.

ENGLISH

96. The National Curriculum test results have remained above the national average for the past four years in both key stages, although in 1999 pupils in Key Stage 1 performed comparatively less well in writing in their national tests. When compared to similar schools the school has performed consistently well and achieved standards which are similar to other schools at the end of this key stage. Older pupils at the end of Key Stage 2 attain higher standards than in similar schools.
97. In the last national tests at Key Stage 1, pupils' standards of reading were close to the national average, but in writing, standards were below the average. The inspection findings confirm that, although standards of writing are in line with national expectations, there are limited opportunities for pupils to gain higher standards through writing in a greater variety of styles and situations. In reading, the findings of the inspection indicate that standards are above the national expectation by the end of the key stage and that pupils' speaking and listening show similar higher standards than the national expectation for pupils of this age. At Key Stage 2, pupils' attainment in national tests has been consistently above the national expectation over the past four years. The inspection findings confirm that pupils attain these high standards in reading, writing and speaking and listening by the time they are eleven. This represents a general improvement since the last inspection where standards were found to be closer to the national expectation
98. At both key stages, pupils speak with confidence and clarity. They listen well in all classes, particularly during the introductory part of literacy lessons. Nearly all pupils express themselves clearly, although during the inspection this was mainly confined to informal occasions and discussions during work. Younger pupils speak about their work, explaining what they have found out and are able to explain their word blending in Year 1. Older pupils in Year 2 can talk about their work clearly and express opinions. Their work connected to owls in a literacy lesson was a good example. Pupils in Key Stage 2 continue to develop mature and clear speaking skills. They can talk informally about their work, their interests and which new schools they are hoping to attend next year. Pupils in literacy lessons show very good listening skills in nearly all classes. Many are then able to talk about different aspects of poems and suggest alternative phrases. Particularly good examples were seen in Years 5 and 6 where pupils talked about their insights into the poem 'The way through the woods'. Fewer examples were seen of more 'public' speaking, although Year 2 performed a poem effectively during a celebration assembly.
99. Standards of reading are good at both key stages and exceed national expectations for pupils of seven and eleven. In Key Stage 1, pupils read fluently, with expression and accuracy. Higher attaining pupils are particularly good at injecting expression in their reading and are enthusiastic about sharing their books with others. In Year 2, pupils were good at reading reference books about owls to gain information and write about what they have found. Pupils are also good at reading information texts such as labels and know what a glossary and index are. Pupils are also able to name two or three of their favourite authors and say what types of story they like most. Older pupils in Key Stage 2 continue to develop their skills and read a range of texts confidently. This is particularly noticeable during literacy hour activities when reading class texts. Skills of expression are used well to highlight different parts and pupils can identify alliteration accurately. Pupils of all abilities know a wide range of authors and identify different genres of books such as adventure, mysteries and humour.

100. In writing, pupils attain standards which are in line with the national expectation by the end of the Key Stage 1, but higher standards are attained by the time pupils leave at eleven. In Key Stage 1, pupils write with a clear, usually neat style appropriate to their age. They are able to write accounts of their holidays and their favourite animals effectively. Pupils also write clearly about their favourite Christmas presents and their trip to the fire station in Year 2. Work is usually neat and short spellings are usually correct. Longer words often present difficulties for lower attaining pupils, although they are phonetically correct in many cases. There was limited evidence of pupils using writing for a wider range of purpose such as invitations, menus, lists and letters. In Key Stage 2 learning increases and pupils attain higher standards. Both in creative and comprehension work pupils write clearly and in many cases with imagination. Several classes were studying poetry during the inspection. Pupils suggest different examples of onomatopoeia, kennings and assonance and use them correctly in their writing. Good examples of writing were seen from pupils' previous work which included biographies, writing journals and creative writing. Other good work connected to dictionary and comprehension work was also seen. Writing is used effectively within other subjects such as science where pupils label diagrams well and in history, with accounts related to the Vikings. Pupils use word processing in information and communications technology to write stories and project work. In one Year 5 and 6 class, the computers were used very well when recording visual and written kennings. Pupils with special educational needs attain well in line with their abilities at both key stages. The few pupils with English as an additional language attain standards which are satisfactory.
101. Pupils are taught well in both key stages and teaching is good overall. In Key Stage 1, teachers plan well and provide good opportunities for pupils to make progress in gaining basic skills. A Year 1 lesson for example, improved pupils' learning when the teacher used a series of objects drawn from a bag to reinforce letter sounds and blends. In a Year 2 lesson, pupils' interest was stimulated by the use of a video extract in the literacy hour to complement work on animals. The literacy hour is well implemented, but the range of activities to promote advanced writing skills are not promoted as well. Reading is generally well organised and pupils know how to change their books. In Key Stage 2, pupils' learning is maintained with well structured literacy activities which stimulate pupils' interests. A good range of texts is used and teachers' knowledge is good. Work on alliteration, kennings and onomatopoeia illustrates teachers' high levels of knowledge and helps pupils increase their rate of learning. This is particularly evident with Year 6 pupils, where very well planned group work keeps pupils' interest high. This also enables higher attaining pupils to extend themselves more fully and think up more onomatopoeic words. A good range of activities promotes reading effectively through the key stage, although relatively few pupils were able to talk about library skills, the systems for finding books quickly or using the library for extended research.
102. The subject is effectively managed and all teachers and some governors have attended literacy training provided by the local education authority. Additional literacy sessions have been organised and these are targeted at appropriate groups of pupils. Classroom work and teaching has been monitored and the information has been used to give teachers advice for improvement. A collection of written work has also been put together to help teachers to compare levels of work in each year group. This has helped the school to identify comparatively weak areas in writing for younger pupils. The library had just been brought back into use after some repair work to the building. This has led to a significant number of pupils having relatively little interest

in or enthusiasm to use it. Combined with some of the books now looking old and unattractive it makes this resource underused.

MATHEMATICS

103. Attainment in mathematics is average by the end of both Key Stages 1 and 2. The performance of pupils in the 1999 Key Stage 1 assessments was close to the national average. The percentage of pupils reaching level 2 (the national expectation) and above was well above the national average, although the percentage reaching level 3 and above was below the national average. Girls performed better than boys, exceeding the national average. When compared to similar schools, the pupils' performance is average.
104. On the basis of teacher assessments the performance of pupils by the end of Key Stage 1 was well below the national average. This difference from the task results can be explained by the inaccuracy of teacher assessment combined with a tendency to underestimate pupils' attainment. The performance of pupils from 1996 to 1999 has been above the national average.
105. By the end of Key Stage 1, pupils are beginning to use symbols and can count in fives and tens with confidence. They know the ten times table and some higher attaining pupils know more difficult tables. Most pupils can add and subtract in tens and hundreds with ease. They are able to add and subtract numbers with two digits and have a good understanding of place value. They can measure and weigh objects with both standard and non-standard units and can measure and draw straight lines. They are also able to recognise and name two and three-dimensional shapes and most pupils can describe the properties of the shapes. They can change numbers from digits to words. They are able to discuss their work, but are not able to select the appropriate mathematics for some class activities, nor are they able to describe their own methods of calculation. They have not yet developed the ability to ask mathematical questions.
106. The performance of pupils in the 1999 Key Stage 2 tests was close to the national average. When compared to similar schools, the pupils' performance is also in line with the average. There was little difference between the performance of boys and girls.
107. On the basis of teacher assessments the performance of pupils by the end of Key Stage 2 was close to the national average, although teacher assessment of the higher attaining pupils exceeded the test results. This can again be explained by the inaccuracy of teacher assessment. The performance of pupils from 1996 to 1999 has been above the national average.
108. By the end of Key Stage 2, pupils have very good understanding of large numbers and place value. They can estimate numbers with ease and are fluent in mental calculations. They use simple algebraic formulae with ease. They understand percentages and fractions and can search for patterns. They can use a variety of techniques in their calculations and can read from a simple graph, interpolating between readings. They can find the perimeters and areas of simple shapes, and they have a good understanding of more complex two and three-dimensional shapes. They can use two-dimensional drawings to identify and make three-dimensional shapes. Pupils are less good at collecting, recording and presenting data. They have a limited understanding of congruence. They have confidence in using

mathematical language, but have limited skills in developing and describing their own strategies.

109. The targets set by the school in the subject for 2000 and 2001 (82 per cent and 88 per cent level 4+) are challenging, but attainable.
110. Learning in Key Stage 1 is satisfactory and in Key Stage 2 it is good. Pupils in Key Stage 1 are acquiring skills, knowledge and understanding, especially in number, at a satisfactory rate. They try hard, are interested and enjoy their work. They concentrate well and when given the opportunity, can work independently. The amount of work produced and the rate of work are satisfactory. Pupils with special educational needs learn well, but for some higher attaining pupils there is insufficient challenge.
111. Pupils in Key Stage 2 learn well, although this varies within the key stage with pupils in some classes learning satisfactorily. Pupils are gaining new skills, knowledge and understanding well, particularly in relation to number, algebra, shape and space. They work hard and are enthusiastic about their studies. They produce a good quantity of work and their rate of work is good. Many pupils have a good understanding of their progress and when given the opportunity they can work independently. Pupils with special educational needs learn well and in some classes the higher attaining pupils are challenged appropriately. The quality of learning varies with the quality of teaching.
112. Teaching is at least satisfactory throughout the school with over 40 per cent being good or very good. Teaching is satisfactory in Key Stage 1. It is good in Key Stage 2 with two thirds being good or very good. Where teaching is good, teachers are confident in the subject and have a clear purpose to the lesson. Teachers have a collaborative approach to lessons with an enthusiasm for learning that is shared with the pupils. The mental agility session is planned to enable all pupils to participate and it provides feedback to the teacher about pupils' level of understanding. The structure of the lesson is well planned and the pace of the lesson ensures that time is well used by all pupils. The teacher effectively corrects pupils to ensure that they use mathematical language accurately. In a lesson about making the nets for three-dimensional shapes the teacher planned different work for pupils' differing levels of attainment. The lower attaining pupils were able to use cardboard three-dimensional shapes, which they opened out and then used as a pattern for their net. The higher attaining pupils were provided with greater challenge and had to design a net for a cube with one face missing. Where teaching is better, the pupils are provided with opportunities to describe and explain their own strategies for calculation and problem solving.
113. Although no unsatisfactory teaching was observed, the teachers who were less accurate in their assessment of pupils did not teach as well as those who were more precise. Weaker assessment by the teacher impacted particularly on the group work activity in the lesson. For example, in a lesson exploring shape, where average attaining pupils were asked to make an aeroplane using multilink and then double its size, the pupils were not able to make the leap of understanding as it was too great for them.
114. The management of pupils is very good throughout the school. In some classes pupils are not organised sufficiently well as group activities finish, leading to a loss of pace and direction.

115. The levels of attainment at both key stages represent a similar picture to the last inspection. In the previous inspection, there were inconsistencies in the quality of teaching and this continues to be the case. The school now has a satisfactory scheme of work and this is an improvement from the last inspection. Assessment continues to be a weakness in the subject and this has a negative impact on the quality of teaching and the standards attained. There are some examples of good practice where pupils are set individual targets and involved in self-assessment, but these are not consistent throughout the school. Procedures vary and assessment records are insufficiently used to improve the quality of teaching and learning. There is no school assessment portfolio for the subject and there is some variation in teachers' assessment of pupils. Pupils' work is marked regularly, but there are too few classes where pupils receive constructive comments upon their work. In some classes, there is little evidence that pupils are set individual or group targets.
116. Resources continue to be good and the equipment required for the numeracy strategy has been well provided.
117. The subject meets statutory requirements and is broad and balanced throughout the school. Nevertheless, there is insufficient opportunity in some classes for pupils to explore their own strategies for calculation, problem solving and to develop their skills of recording and presentation. There are few examples of information and communications technology being used in the subject. The numeracy strategy has been introduced throughout the school, although it is being used more effectively in some classes than in others. There is a satisfactory action plan for the introduction of the strategy and all staff have received training. The co-ordinator has a satisfactory understanding of the role and has begun to monitor teachers' planning. The monitoring of lessons is being developed, but as yet it is having limited impact upon improving the quality of teaching and learning. Throughout the school the subject provides well for pupils with special educational needs and provides good equality of opportunity.

SCIENCE

118. In work seen during the inspection the majority of pupils reach the expected standards by the end of both key stages.
119. In 1999, the last year for which national figures are available for comparison, according to teacher assessments, about 80 per cent of pupils reached the expected standard by the end of Key Stage 1. This is well below the national average of 87 per cent. However, about a fifth of the pupils reached standards that are above the expected standard which is broadly in line with the national average. Standards fluctuate from year to year, but only by a very small percentage, representing one or two children in each year group. Pupils do best in the part of the science National Curriculum that deals with living things. Standards are lowest in the part of the curriculum that deals with materials and their properties where results are well below the national average.
120. Pupils in Key Stage 1 carry out simple investigations successfully and can make sensible observations. They know about and can discuss the properties of light, sound and simple materials. They understand the conditions needed for life and the differences between plants and animals which they observe in the classroom or in their local environment. Pupils can say that to predict means to say what is likely to

happen and the majority make successful attempts at drawing conclusions from experiments. For example, during the inspection pupils were learning about light which comes from the sun. They could explain that sunlight was important because it gives daylight and makes things grow, but knew that to look directly at the sun could damage eyesight and that over-exposure to the sun could harm human skin. They could explain their thoughts well.

121. At the end of Key Stage 2 the percentage of pupils reaching the expected standard is close to the national average. The percentage of pupils reaching a level that is above the national standard is also close to the national average.
122. Performance over the last four years shows that pupils consistently reach standards that exceed the national average for their age group by the equivalent of one term's progress. The performance of boys and girls in science is marginally above the national average for their age group. Girls do slightly better than boys.
123. By the end of Key Stage 2 pupils can explain the life cycles of living things and group them accordingly. They know about the movement of the solar system and can explain events such as eclipses. They can sort and describe materials and their properties and use words such as conductivity and insulation with confidence. They can explain about solids, liquids, gases and changes of state satisfactorily.
124. Pupils can complete investigations and draw conclusions well. However, in the majority of classes they are asked to do exactly the same experiments in exactly the same way. This limits opportunities for pupils to suggest and try out their own ideas or to discuss why some experiments would work and others might not. Pupils make appropriate use of basic skills from other subjects, such as numeracy and literacy for example, when drawing graphs or interpreting measurements and data. Science work also makes a significant contribution to pupils' literacy as they add words such as permeability to their vocabulary.
125. Since the last inspection the improvement in standards is broadly in line with the national trend. There is variation from year to year due to the results of individual pupils. Teaching in Key Stage 1 has improved significantly. There are now no unsatisfactory lessons and science teaching has become more focused. Monitoring of the subject has improved and is more consistent.
126. The quality of teaching in science is satisfactory or better across the school and half of the teaching is good in both key stages. It has a positive impact on pupils' learning and the standard they achieve.
127. Where teaching is good, teachers know the subject material well, plan their lessons thoroughly and make efficient use of resources and materials. Teachers have high expectations of their pupils, are clear about the science they want their pupils to learn from each lesson and communicate this to them well. They give clear introductions and conclusions to lessons and use good questioning strategies. For example, in one lesson observed, pupils were investigating the health of plant specimens. The teacher asked good questions which promoted thought and helped pupils to think again about their assumptions. Misconceptions such as a belief that plants are only healthy if they are bright green were cleared up. The pupils learned to challenge their own ideas and good progress was made.

128. Although teaching is satisfactory overall in both key stages, it nevertheless has some weaker features. In some classes, all pupils are set the same task regardless of ability. Teachers do not make best use of all the assessment data they have gathered showing what pupils know and can do in science in order to plan for next steps in learning. When working in groups, pupils of higher ability are often set tasks which require more writing rather than activities which would challenge and extend their understanding of science.
129. Pupils behave very well in science lessons and are sensible with equipment and materials. They co-operate with their teachers and with each other and enjoy the lessons. Pupils acquire knowledge and understanding at a good pace and maintain their interest and concentration well. They put effort in to their work and concentrate well on their activities. During the majority of lessons observed pupils made good gains in knowledge. For example in a lesson dealing with seed dispersal, pupils learned that seeds come in many varieties and shapes. Some pupils had not previously known that pips in fruit such as apples were the seeds of the plant. By the end of the lesson they could give many examples of different seeds and say that these are spread by wind, water or animals or placement.
130. Sufficient time is given to science and there is balance and breadth in the science curriculum. All attainment targets of the National Curriculum are addressed. An effective policy is in place and the subject is led satisfactorily by the co-ordinator. Monitoring has been stepped up and feedback is offered to teachers about how they might improve science teaching. Monitoring would be more effective if assessment were used to inform curriculum planning. For example, where results are weaker in some aspects of science, the teaching of these parts of the curriculum should be re-examined. Accommodation in classrooms for older pupils is cramped. Large children in small class bases lead to conditions where pupils undertaking practical investigations are short of space and often have to clamber over and around each other. Resources and books for science are adequate to ensure delivery of the National Curriculum. Boys and girls have equal access to the science curriculum.

ART

131. The standards achieved are very high and the display for pupils' finished work is exemplary across the school. The teachers, support assistants, parent helpers and pupils have an enthusiasm for the subject which contributes to high standards.
132. The oldest pupils at the end of Key Stages 1 and 2 do very well in all aspects of the curriculum and all complete the end of key stage expectations with many exceeding them. Standards are very high in painting and drawing. Pupils are encouraged to develop ideas for work then work and re-work pieces developing, form, shape, tone and colour relationships. Linked to a project on fruit in design and technology, Year 4, 5 and 6 pupils were drawing fruit and vegetables and experimenting with different media and their effects. In Year 2 pupils were drawing musical instruments, they were using a wide range of media including pastels and crayons to produce very expressive renditions of the subject.
133. The quality of teaching is very good. Demands made on pupils ensure high quality work is achieved in both key stages. Teachers are clear in their instructions at the start of lessons and review knowledge and skills gained at the end of them. Work is celebrated during the lesson and at its end. Pupils are encouraged to take chances whilst being taught new skills and techniques which supports their confidence. They

are taught to respect and build upon the work of other artists and use books and computers to research information on techniques, cultural influences and styles.

134. Learning is very good because the teaching and support from assistants and parents is also very good. Pupils enjoy practical activity and the expressive, creative work that develops. Pupils concentrate very hard to acquire new skills, knowledge and understanding to paint, print and draw better. Pupils enjoy researching about artists and benefit from experimenting with work in the style of artists and designers. Year 5/6 pupils were creating designs in the style of the artist Tiffany with stained glass effects. The way the pupils reworked their designs in different media contributed to the great success of the finished pieces. Some pupils produced fine computer generated drawings choosing shapes, lines and colours with great care.
135. Pupils' progress through the subject is very good. This is made clear through the portfolios of evidence kept for each pupil compiled throughout their school life. Pupils are able to discuss their work commenting on strengths and weaknesses and how effects were achieved. Links with literacy have been formed and are very positive. Pupils compose poetry about their work and combine art and literacy as in the millennium paintings and thoughts and Teddy Bear displays. Information and communications technology is used effectively for research, drawing and painting and results are very good.
136. The management of the subject is excellent. The co-ordinator has a natural enthusiasm for the subject and its links with other curriculum areas. The use of sketchbooks and ideas books develops a good level of creativity. Teaching is monitored and although this process is in its early stages, there are already positive results in maintaining and strengthening standards. The curriculum is broad and balanced, but experiences in harder materials are less well developed as in design and technology.
137. Since the previous inspection, the school has improved further and progress is very good.

DESIGN AND TECHNOLOGY

138. The school supplied a limited selection of work to judge progress over time. Few lessons were able to be observed. The standards achieved are satisfactory and in line with expectations by the end of both key stages. By Year 2 they have used a wide variety of media to design and make artefacts in paper, card, fabric and food. In Year 2 pupils produce well-made moving vehicles and well-finished musical instruments. Improvements could be made in the use of small tools which are currently under-used. The oldest pupils at the end of Key Stage 2 produce work of a satisfactory standard in line with expectations for their ages. They have also considered a wide range of materials including fabrics for a cushion design and food for a fruit salad.
139. Insufficient design and technology lessons were inspected during the inspection period to draw firm conclusions about the quality of teaching.
140. From discussions with pupils, learning is satisfactory. Pupils enjoy design and technology activity, the variety of challenges set and artefacts completed. Nearly all work is taken home to be celebrated with parents and carers. Pupils' progress in Key Stages 1 and 2 is satisfactory. However, in the area of analysing a brief and

designing for a particular purpose, evidence of work indicates a weaker picture. Literacy is consolidated through the wide-ranging discussions about products and materials such as fruits. Numeracy is developed through discussion and development of the shapes needed for artefacts. In Year 2 pupils produce the snack known as pop tarts, considering quantities and types of ingredients needed. Pupils in Year 3 design a cushion after planning the pattern on squared paper. In Year 3 the link between science and design and technology was developed through the consideration of oxidising fruits. A similar project was being undertaken with four year groups, but it was unclear how this project challenged pupils of different age ranges and abilities sufficiently.

141. Information and communications technology is used to support analysis in design and technology with pupils collating data and producing graphs to show results. Art contributes to excellent graphics in Years 4, 5 and 6. Some of the projects completed by pupils are of a very high standard, but fail to reach the higher levels of attainment due to lack of coverage of the design curriculum.
142. All classes in all year groups study design and technology. The management of the subject is satisfactory, but there are areas for improvement. The policy statement is clear, but lacks detail as to the subject's efficient implementation. Projects are chosen from very good schemes. Greater strategic overview is needed to ensure that higher attainment levels are being reached. Projects need selecting with greater emphasis on progression in designing skills. They need to be modified to ensure that the more able are stretched further. Monitoring of work is in its early stages, but this is a positive development. Findings, such as the lack of confidence of some staff with small tools, need to be acted upon and training provided to ensure adequate standards. Evaluation of work is often superficial and not linked to level descriptors or programmes of study. Targets for improvement are often discussed in lessons, but formal targets are rarely set.
143. Since the previous inspection there has been little progress in this subject, although on the whole standards have been maintained.

GEOGRAPHY

144. Standards in geography are broadly in line with those expected of pupils nationally. By the time they reach the end of Key Stage 1, the vast majority of pupils know how to make simple maps and plans. They understand and can interpret diagrams such as a plan of the school buildings and can follow a route on a local map, for example that of a walk they have made to a fire station. They recognise a map of the United Kingdom and can name the countries and capital cities. They can describe the key features of a locality and say what it would be like to live in other localities they have studied. Pupils can use appropriate vocabulary to describe aspects of man-made environments, describing the differences between homes such as flats, bungalows and terraced houses. They know how to use simple equipment with which to make weather readings.
145. By the end of Key Stage 2, most pupils are able to speak confidently about studies they have undertaken relating to physical features such as rivers and understand geographical terms such as tributary, valley, meander and estuary. They can say how places around the world differ, are familiar with the location of continents and oceans and can describe some features associated with these. They study contrasting localities in detail, for example during the inspection a class focused their

work on comparing settlements which were rural, urban or coastal. Pupils were able to use the correct vocabulary to identify ports, beaches, agricultural land and business and industrial areas in towns. Although pupils know how to use maps, atlases, globes and aerial photographs well, they should be given greater opportunities to use their own initiative in order to help them develop better geographical enquiry skills. More investigative work in lessons would help in this area.

146. Since the last inspection standards in geography have been maintained and a clear new policy for the teaching of the subject has been put in place. The monitoring of the subject has been increased and geography is now well led by the co-ordinator. A positive next step would be to ensure that points for improvement identified during monitoring are acted upon and checked again later.
147. During the inspection there were no geography lessons taught in Key Stage 1 and only two lessons taught in Key Stage 2, where the quality of teaching is good. Further evidence about teaching and learning was gathered through scrutiny of pupils' work and teachers' planning and through discussion with pupils and teachers. Teachers plan geography effectively and use a wide range of teaching methods and resources well. Good cross-curricular links are made by reference to other subjects. Teachers expect high standards of work and behaviour and manage lessons purposefully.
148. Pupils have good attitudes to geography, are interested in their lessons and concentrate well. Pupils of all abilities make satisfactory progress in geography and acquire geographical knowledge and understanding at an appropriate pace. The school organises a number of opportunities for pupils to take part in educational journeys, including a residential journey. Good use is made of the extensive and attractive school site. Taken together, these factors make a very positive contribution to the geographical experience of pupils.
149. Sufficient time is given to geography which occurs as a separate subject for older pupils and as part of a topic for younger pupils. The school has an adequate range of geographical resources and there is some evidence that information and communications technology is now being used to support learning in geography. A priority for action should be to develop further the use of geographical software.

HISTORY

150. Due to timetable arrangements, it was only possible to see two history lessons being taught during the inspection. Therefore, judgements made about standards and curriculum coverage in this subject are based largely on a scrutiny of teachers' planning, looking at pupils' work, classroom displays and an interview with the co-ordinator.
151. By the end of Key Stage 1, attainment is in line with expectations for pupils' ages. Pupils have developed a sense of the past from their study of how people used to live and from their local study of the Uckfield area. Well presented time-lines and description of the lives of famous people such as Florence Nightingale, Grace Darling, Bell and Braille have reinforced their perception of the past and their understanding of time. Pupils are able to link famous characters to the key events of the past and they are able to identify differences and similarities between the past and present times.

152. By the end of Key Stage 2 attainment is also in line with expectations for pupils' ages. Pupils have studied the Romans, Anglo-Saxons and the Vikings. Many classrooms have good displays of life in ancient times and their work shows evidence of developing skills of enquiry. In one of the lessons observed, pupils used a wide range of secondary source material including the Internet, in order to gain an insight into the customs, values and general way of life of the Vikings.
153. Pupils are interested and enjoy their work in history. They want to find out about people in the past and are making good progress in their knowledge and understanding of past times. While they are developing their skills of enquiry satisfactorily, the lack of sufficiently focused learning objectives means there is some lack of clarity in their understanding of purpose and consequently a slowing of the pace and output of work.
154. From the limited evidence, the quality of teaching is at least satisfactory. Teachers' planning for the subject is detailed and provides breadth and balance in the subject, including fieldwork visits. However, the planning between key stages does not provide sufficiently well for the development of pupils' skills of enquiry. There is little evidence of assessment to inform teachers about their pupils' level of understanding. A "Roman Soldier" has visited the school and there are good resources, including a wide range of artefacts and secondary source materials, which support teaching and learning well. The policy for the subject is satisfactory. Although the co-ordinator has recently undertaken the responsibility, there is a good understanding of the role.
155. From the limited evidence, the school has at least maintained standards and the quality of teaching since the last inspection. The co-ordinator has not yet begun monitoring and there is little assessment in the subject, which is a similar picture to the last inspection. There is still little software to support the subject.

INFORMATION TECHNOLOGY

156. The standards achieved in information technology are above the national expectations in both key stages. Attainment in lessons in both key stages is good. The oldest pupils at the end of Key Stage 1 achieve at or above the national expectation. Pupils do very well in the area of communicating and handling information. Pupils are given a wide variety of computers and computer programmes to use. Key Stage 1 pupils have started to send messages over the Internet and receive replies. Improvements could be made in the range of mathematics software, but this is already being reviewed. The oldest pupils at the end of Key Stage 2 achieve at least the national expectation and many exceed this. They are confident in the use of spreadsheets and databases and draw very carefully using graphics software. Communication is good and pupils use information technology to support work in English and literacy. Improvements could be made in the aspect of controlling external events with computers, but there are plans to address this.
157. The quality of teaching is good and the quality of basic skills teaching very good. Pupils are taught to concentrate hard whilst at the computers and share problem solving tasks efficiently. The demands made on the pupils often reflect requirements in other subjects, as in a Year 1 mathematics lesson where counting was reinforced and speeded up through the selective use of a computer programme. Literacy is supported through word processing and often linked to other creative artwork as in the displays of millennium pictures and Teddy Bears in the hallway.

158. Learning is always very good in both key stages especially concerning the pupils' pace of work, productivity and interest. Learning is very good due to the concentrated independent work at computers, often without teacher help for extended periods. Pupils' progress is good in the acquisition of key computer skills such as menu use and mouse control. Good progress is made through the key stages with all teachers contributing to the subject through group work at strategically placed computer clusters. Homework is used to good effect and club activities support pupils without access to computers at home.
159. The management of the subject is good. The recently appointed co-ordinator keeps abreast of new initiatives. There is a development plan to fulfil external funding demands. More detailed plans and options are currently being drawn up for expansion of the subject. Monitoring of lessons is taking place, but development is at the early stages. An assessed portfolio of work based on the existing very good displays of work would help set higher standards and understanding of the new levels required from September 2000. Pupils' on-going work is printed and assessed well, but school reports in two of the year groups fail to mention information technology attainment. This is a current weakness of which the school is aware.
160. Since the previous inspection there has been a marked improvement in computer use to support subjects and progress is good. Very positive changes include improved hardware and software including Internet access for communication and research. The area of control technology, despite the purchase of some new equipment, is still an area for development.

MUSIC

161. Only one lesson of music was able to be seen during the inspection and a limited range of additional evidence. Consequently, very few judgements are possible. Several assemblies were observed as well as choir club, enabling singing to be heard. Video recordings of previous school productions were watched. Discussion was held with the music co-ordinator and teachers' plans were scrutinised.
162. Pupils in the school sing well. They remember tunes and can follow a beat well. They are able to change the tempo of a song and perform with different levels of volume. They experience songs from different times and cultures and are able to portray the mood of a piece through their performance. The choir, attended by a good proportion of pupils, is able to perform four-part harmonies with precision and grace. The school has at least maintained the standard of singing since the last inspection. Pupils enjoy singing and performing.
163. No judgements on the quality of teaching and learning are possible with the limited evidence base. The curriculum is planned to assure coverage of all the elements of the National Curriculum in music and pupils have the opportunities to listen, appraise, perform and compose as they move through the school. There are choir and recorder clubs provided by the school, which enable those pupils who show interest or aptitude with opportunities to extend their skills. The co-ordinator has much musical skill and uses this to good effect in supporting assemblies and clubs. Indeed, the hymn practice observed was as much a music lesson as a practice for assemblies. Good use was made of pupil volunteers to model keeping a rhythm for the whole school. Resources have improved since the last inspection and are now in sufficient supply to deliver the curriculum. Subject leadership is sound with some

monitoring of practice evident. Further consideration needs to be given to how pupils' progress is monitored. At present assessment is weak, but the school is aware of this and plans exist to address this deficiency.

PHYSICAL EDUCATION

164. Although not many lessons were able to be observed during the inspection, evidence was gathered from both key stages, teachers' planning and discussions with teachers and pupils. Lessons were observed in dance, gymnastics and games.
165. Pupils by the end of both key stages are achieving standards which are good for their ages, particularly in dance where standards are very good. This represents an overall improvement since the last inspection with standards in dance being maintained. By the end of Key Stage 2, pupils are skilled in performing dances from a range of styles. Their sense of rhythm is very good and they show very good body control. They respond well to music from different times and places and can perform independently and in small and large groups. They show very good levels of creativity and are able to interpret musical forms with thoughtful expression and impressive levels of improvisation. From an early age pupils are taught to work safely and co-operatively. This means that they are able to use small and large apparatus well, showing good levels of confidence and skill. The youngest pupils are developing their climbing and landing skills and can explore a range of travelling styles across the floor and over apparatus. This good start enables pupils to develop their team playing skills well as they are used to working in small and large groups. The oldest pupils have a good sense of what works in team games such as basketball. They think about marking opponents and make good use of space.
166. Teaching is good across the school and sometimes outstanding. This is an improvement since the last inspection. Teachers' knowledge and confidence is very secure and they have high expectations of what pupils should be achieving. Pupils rise to these expectations. There are two particular features which contribute to this good pattern of teaching and consequent achievement by pupils. The first is the consistent use of high quality questions by teachers as lessons progress. These really help pupils to focus upon what they are doing and how it might be improved. In one session involving the youngest pupils, questions about which parts of the body help pupils to move encouraged them to try new ways of travelling. The second important feature relates to the use of evaluation during lessons. Teachers constantly direct pupils to think about the quality of what they do, sometimes by showing, sometimes by asking pupils to demonstrate. A good example of this was seen in a games lesson with older pupils where they were asked to watch dribbling techniques and to think how they could be improved. In a dance session pupils were asked to comment on how effective group improvisation was in indicating mood and feelings.
167. Because of the consistently good teaching, pupils learn very well and make good progress. They work hard at lessons and really make an effort to improve their skills. They enjoy what they do and look forward to subsequent lessons. Their behaviour is very good. Boys and girls perform equally well and this subject makes a major contribution to the school's aim of equal opportunities for all. Pupils of all abilities participate, make good progress and derive a real sense of achievement. For those pupils who have special interest or aptitude, there is a good range of extra-curricular opportunities available. These include opportunities from all aspects of physical education - dance, football, netball, cricket, rounders, swimming and tennis. There

are varied opportunities for competition with local schools. In addition, there are regular opportunities for performance in dance in school productions. The recent Millennium Pageant was a good opportunity for pupils to perform dances from different times and styles.

168. The curriculum is well planned to offer the full range of physical activities, including swimming in the warmer months. This activity makes use of a specialist teacher. Parents acknowledge the good provision made in this area of the curriculum. Resources are sufficient in range and quality for efficient delivery of the curriculum. Subject leadership is now satisfactory which represents a further improvement from the last inspection. The co-ordinator engages in some monitoring of teaching and learning which has led to improvements being made. While teachers are making good use of assessments made during lessons and feeding these back to pupils, the school does not yet have a secure system for monitoring pupils' progress over time. The co-ordinator is aware of this deficiency and the school has begun to address it.
169. Overall, physical education is making a major contribution to pupils' learning and personal development.

RELIGIOUS EDUCATION

170. Few lessons were able to be seen during the inspection and these were all in Key Stage 2. Other evidence was gathered through scrutiny of pupils' work and teachers' plans as well as discussion with pupils and staff.
171. By the end of both key stages pupils are attaining standards in religious education (RE) broadly in line with the expectations of the local education authority's Agreed Syllabus. This is a similar picture to that found in the last inspection. Pupils know about a range of different world faiths such as Judaism and Islam, but with a particular emphasis on Christianity. They understand the significance of particular festivals such as Christmas, Easter, Diwali and Ramadan. Pupils are also aware of a range of sacred books such as the Bible and the Torah and are beginning to understand that many religious texts have a teaching content, for example the parables in the New Testament. A range of human celebrations is studied which includes initiation rites, coming of age and life commitments. This helps pupils to understand that there are many similarities among peoples with differing religious beliefs.
172. In Key Stage 2 teaching is sound and promotes appropriate learning of key skills and ideas. Teachers have adequate knowledge and confidence in delivering the Agreed Syllabus. They ask good questions of pupils which encourage them to think. In one lesson where the concept of a parable was being introduced, focused questions helped pupils to see that an important message was being conveyed and to reflect on the links with their own experiences. Introductions to lessons are good, but the tasks which pupils are asked to undertake later in lessons do not always have the necessary challenge which would enable pupils to take their understanding to higher levels. Better use could be made of pupils' ideas and experiences to help promote new religious ideas or knowledge. Learning tasks do however, make a valuable contribution to pupils' literacy skills.
173. Pupils are receptive to RE and show positive attitudes to the subject. They work on the tasks set them and are committed to completing them. Opportunities for them to work collaboratively or to engage in small group discussions are limited. The

curriculum is planned effectively, enabling all strands of the Agreed Syllabus to be delivered over each key stage. The co-ordinator is well qualified and has good levels of knowledge and confidence. Leadership of the subject is sound which represents an improvement since the last inspection. Monitoring is undertaken to some degree, but further work in this area would identify opportunities to support less confident staff and to raise attainment. Assessment is weak. As yet there is no whole school approach to monitoring how well pupils are making progress. Nevertheless, the co-ordinator is aware of this and there are plans in place to improve assessment practice. Resources are sufficient to deliver the curriculum.