

INSPECTION REPORT

ST. JOSEPH'S R.C. PRIMARY SCHOOL

Haywards Heath
West Sussex

Unique Reference Number : 126059

Headteacher : Mrs Frances Ryan

Reporting inspector : Mr Richard Brent - 7465

Dates of inspection : 27th - 30th September 1999

Under OFSTED contract number: 707883

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	Voluntary Aided
Age range of pupils :	4 to 11
Gender of pupils :	Mixed
School address :	Hazelgrove Road Haywards Heath West Sussex RH16 3PQ
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Appropriate authority :	Governors
Name of Chair of Governors :	Dorothy Brown
Date of previous inspection :	27th February - 1st March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Richard Brent - Registered Inspector	Special Educational Needs; Equal Opportunities; Science; Design and Technology; Physical Education	Attainment and progress; Teaching; Leadership and management; The efficiency of the school
Norma Ball - Core Inspector		Attitudes, behaviour and personal development; Attendance; Partnership with parents and the community; Staffing, accommodation and learning resources
Cathy Gordon-Smith - Team Inspector	Under Fives; Art; Music	Pupils' spiritual, moral, social and cultural development
Pauline Morcom - Team Inspector	Mathematics; Information Technology	The curriculum and assessment
Brenda Barnard - Team Inspector	English; History; Geography	Support, guidance and pupils' welfare

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The Registrar
 The Office for Standards in Education
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MAIN FINDINGS

What the school does well

Standards in English, mathematics and science are improving perceptibly at Key Stage 2 and in 1999 were above the 1998 national averages.

- Pupils make good overall progress.
- Pupils show very good attitudes in class and behave well.
- Relationships at all levels in the school are good.
- The pupils' personal development is very good.
- Overall teaching is good. The school's literacy and numeracy strategies are good.
- Provision for moral and social development is good.
- Arrangements for the pupils' support, guidance and welfare are very good.
- Parents' involvement in their children's learning and the quality of information for parents is very good.
- The Headteacher, Deputy Headteacher and Chair of Governors provide the school with very clear educational direction.
- The school successfully achieves its aims and values.
- The school has a very good ethos characterised by a strong concern for others and a determination that they will do their best.
- Procedures for assessing pupils' attainment are good.
- Arrangements for financial planning are good and there is very efficient financial control and administration.
- Arrangements for the professional development of teachers are good.
- The process of school development planning, monitoring and evaluation is very good.
- The school offers good value for money.

Where the school has weaknesses

- Standards in information technology are unsatisfactory.
- There are differences in patterns of attainment and rates of progress within and between key stages.
- Teaching varies in quality in different parts of school.

The school's strengths considerably outweigh any weaknesses. The Governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress in improving the areas of weakness noted in the last report. Strong action has been taken with regard to the management and organisation of the curriculum, schemes of work now reflect National Curriculum Programmes Of Study and have helped to produce the recent improvement in attainment. Assessment procedures are good overall and registers are properly completed. Teaching has improved at Key Stage 2. Finally, the difficult problems of grouping pupils, more particularly those in mixed age classes, are being tackled in a way which meets the needs of pupils of all attainments in a balanced way.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i>
			<i>below average</i> D
			<i>well below average</i> E
English	B	D	
Mathematics	C	D	
Science	C	D	

The information shows that when pupils left school last year their attainment was above average in English and broadly in line with the average in mathematics and science. In the three years to 1998, the trend has been rather flat, except for 1997 when there was a sharp rise in all subjects. However, in 1999 results in English, mathematics and science showed a significant increase over the previous year. In information technology, standards are below the national expectations. Progress in Key Stage 2 is good overall. At the end of Key Stage 1, results of the 1998 National Curriculum Tests show well above average standards in reading and writing and close to the national average in mathematics. Between 1996 and 1998 the trend in performance relative to the national average has been broadly even but 1999 results showed a clear improvement in all three areas.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science	N/A	Good	Good
Information technology	N/A	Insufficient evidence	Insufficient information
Religious education	N/A	N/A	N/A
Other subjects	Satisfactory	Good	Satisfactory

The overall quality of teaching is good throughout the school, although it is less uniformly good in Reception and lower juniors. Teaching for children under five is satisfactory and at Key Stage 1 it is good. In Reception, approximately 40 per cent of lessons seen were good and the rest were satisfactory. At Key Stage 1, all lessons were satisfactory and 53 per cent good or very good. At Key Stage 2, teaching is good, particularly in Years 5 and 6 where 60 per cent were good or better. Features of teaching which showed weaknesses occur most frequently in Reception and the early stages of Key Stage 1, the most important being the absence of pace. The overall picture has changed somewhat since the last inspection. Teaching remains good at Key Stage 1 but has improved at Key Stage 2. The number of unsatisfactory lessons has also decreased significantly.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour in the school is very good. Pupils are polite and friendly to adults and each other. They support the school rules. The school is an orderly community.
Attendance	Very good: above the national average. Pupils come to school regularly and on time.
Ethos*	Very good: pupils are interested in their work, relationships are very good and there is an appropriate emphasis on academic standards and good behaviour.
Leadership and management	Very good leadership from the Headteacher, Deputy Headteacher and governing body accompanied by effective school development planning. Senior staff and curriculum co-ordinators are making a growing impact on standards.
Curriculum	Sound: strengths in terms of planning, literacy, numeracy and equality of access. Procedures for assessment, though recently developed, are good.
Pupils with special educational needs	Satisfactory provision. The quality of support in reading and writing helps pupils to make satisfactory progress. All pupils in the school support those with special educational needs well.
Spiritual, moral, social & cultural development	Good moral and social development is supported well through an effective behaviour policy and a range of opportunities for collaborative working. Provision for spiritual and cultural development is satisfactory.
Staffing, resources and accommodation	There are sufficient teachers and support staff to deliver the National Curriculum. Resources are satisfactory and the literacy and numeracy hours have been supported by the purchase of suitable books. Arrangements for the professional development of staff are good and accommodation for teaching, including outdoor spaces, is satisfactory.
Value for money	Good.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> ● They are encouraged to take an active part in the life of the school. ● The school is approachable. ● The school handles complaints well. ● The school enables pupils to achieve good standards. ● The school encourages pupils to get involved in more than daily lessons. ● Most parents are satisfied with the work their children do at home. ● The school's attitudes and values have a positive effect on pupils. ● The school achieves high standards of good behaviour. ● Pupils like school. 	<ul style="list-style-type: none"> ● There are variations in the consistency and difficulty of homework tasks for some pupils. ● They are unclear about the criteria for organising mixed age classes. ● Parents are sometimes not informed early enough or there is insufficient detail about special educational needs, sex education and other routine matters.

Fifty-three parents attended the meeting held at the school by the Registered Inspector. Questionnaire returns were also studied. Inspectors support the positive views of the parents and agree that some of the homework tasks need to be matched more accurately to pupils' aptitudes. However, the quality and frequency of information to parents has improved and the present methods for organising mixed aged classes are leading to more effective attainment and progress by pupils.

KEY ISSUES FOR ACTION

In order to improve the quality of education the Headteacher, governors and staff should:

- **Raise standards of attainment in information technology by:**
 - ensuring that National Curriculum requirements are met
 - increasing staff expertise and confidence through the organisation of training
 - providing more hardware and software
 - ensuring that all subjects use information technology in their teaching.

[Paragraphs: 9, 12, 56, 57, 84, 89, 91, 97, 102, 103, 105, 116, 124]

- **Improve the quality of teaching to continue to raise standards by:**
 - sharing the best practice more widely across the school by featuring high expectations about pace, progress and the standards pupils should achieve
 - making the programme of monitoring the quality of teaching more effective by clearly identifying shortcomings in order to set targets for individual improvement
 - ensuring that lesson planning matches the needs of pupils who have a wide range of prior attainments
 - improving assessment procedures in the foundation subjects and using the information about what pupils know, understand and can do to guide lesson planning.

[Paragraphs: 5, 10, 11, 13, 19, 20, 21, 22, 24, 30, 50, 72, 81, 88, 89, 91, 109, 118, 135]

INTRODUCTION

Characteristics of the school

1. The school occupies a site close to the centre of Hayward's Heath. It draws its pupils from the wide catchment area which comprises the parish of St. Paul's. The school is of above average size, with 299 boys and girls from ages 4 to 11. Numbers have increased by 20 since the last inspection and 85 per cent of pupils are Roman Catholics.
2. A small proportion of children come from ethnic minorities but this is increasing gradually; the number of homes where English is not the home language is a bit higher than in most schools. The current free school meal provision is below the national average. The overall numbers of pupils with identified special educational needs is broadly in line with the national average but those pupils with statements according to the Code of Practice For Special Educational Needs are above the national average. Data provided by the school indicates that most of the pupils with special educational need have specific or moderate learning difficulties. Evidence from baseline assessment show that levels of attainment on entry are at the national average.
3. The school aims to provide all pupils with opportunities to develop to the full their spiritual, physical, personal, intellectual and artistic capabilities in line with Christian teaching. It also seeks to provide a broad and balanced curriculum, high academic and behavioural standards and a close partnership between home and school.

Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	29	19	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	26	21	29
	Girls	18	17	17
	Total	44	38	46
Percentage at NC Level 2 or above	School	90	78	94
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	25	28	29
	Girls	18	17	19
	Total	43	45	48
Percentage at NC Level 2 or above	School	88	92	98
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	20	14	34

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	14	20
	Girls	12	11	11
	Total	28	25	31
Percentage at NC Level 4 or above	School	74	66	82
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	15	20
	Girls	12	11	12
	Total	27	26	32
Percentage at NC Level 4 or above	School	71	68	84
	National	65	65	72

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	2.8
	National comparative data	5.6
Unauthorised Absence	School	0.2
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	23
Satisfactory or better	98
Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. In the 1998 National Curriculum Tests at the end of Key Stage 2, the proportion of pupils achieving Level 4 or above was above the national average in English and in line with the average in mathematics and science. The proportion of pupils achieving Level 5 was above the average in English and mathematics and close to the average in science. In comparison with similar schools, results were below the average in English, mathematics and science. In the three years to 1998, the trend has been rather flat, except for 1997 when there was a significant rise in all subjects. However, provisional figures for 1999 show a sharp rise in results in all subjects over the previous year and above the 1998 averages.
2. The previous inspection report indicated that standards were similar to the expected level, except for mathematics at Key Stage 2 where standards were unsatisfactory. Improvements in organisation and some good teaching have helped to ensure that most pupils now make good progress. There is now a good scheme, based on the National Numeracy Strategy, and the quality of mental mathematics has improved.
3. In 1998, in National Curriculum Tests at the end of Key Stage 1, the proportion of pupils achieving Level 2 or above was well above the national average in reading, at the average in writing and above it in mathematics. Similarly, the proportion achieving Level 3 was well above the average in reading and writing and close to it in mathematics. Overall, the results were well above the average in reading, close to it in writing and above it in mathematics. In comparison with similar schools, results were broadly average in reading, well below in writing and average in mathematics. Between 1996 and 1998, the trend in performance relative to the national average has been broadly even but 1999 results showed a clear improvement in all three subjects.
4. Almost all children in Reception have attended a nursery or playgroup and they join with broadly average skills. They make satisfactory progress and most achieve the expected attainment by the age of five. At the time of the inspection, children had been in school for four weeks. Progress in language development is good: they listen well and speak competently using sentences and good vocabulary. Elementary writing skills are developed well: they follow patterns and copy simple words; most understand that writing is used for many purposes. Progress in the mathematical area of learning is sound and attainment is at the expected level. Teachers provide a good range of number activities and children learn the meaning of mathematical terms such as 'more than' and they take turns to sing songs and play number games. The rate of progress in children's understanding of the world is satisfactory; teachers use pictures to stimulate talk, as in a lesson about home and the surrounding services such as shops, schools and park. Skills of observation are sound. Progress in the creative area of learning is satisfactory; there are many opportunities for self-expression through role play, music and art. The children enjoy playing with a good range of toys and games, including constructional toys and puzzles. Progress in physical development is satisfactory. Children enjoy running and hopping in the hall and progress is helped by large toys and climbing equipment. Most achieve the expected standard in this area of learning by the age of five.
5. Pupils in Key Stage 1 attain above the average in English. Most read confidently and with enjoyment. Pupils' writing displays a sound vocabulary and they use simple punctuation accurately. Handwriting is developing well and most seven year olds use joined up writing. Pupils' speaking and listening skills are at least satisfactory and often good. Some pupils are particularly good when speaking to the class as when a boy spoke clearly and eloquently about a recent three course meal and the accompanying sauces. Most pupils speak clearly and listen

for long periods. Pupils' literacy skills are good and they are usually used competently across the curriculum. Most pupils produce good written work in a variety of styles. Year 2 pupils wrote some particularly interesting pieces about the best conditions for plant growth. Pupils' mathematical knowledge is above the average in the area of number, including mental arithmetic. Pupils' numeracy skills are well developed, but planning does not incorporate its use to support learning systematically in other subjects, although some good examples were seen in information technology, science and geography. In science, pupils' attainment is above the average in Year 2. Pupils explain clearly why some materials conduct and that an electrical circuit must be closed for the bulbs to light. They describe the parts of a plant correctly. Pupils have particularly good scientific skills: they understand what makes a fair test and observe and record extremely well. In information technology, standards are satisfactory. Seven year olds have sound keyboard and mouse skills and some use the computer independently.

6. Standards of attainment in Year 6 are overall above average. Inspection evidence shows attainment to be above average in mathematics and science, at the average in English and below the national expectation in information technology. Pupils read well and Year 6 boys and girls were already entering enthusiastically into the characters of 'Macbeth'; they were able to convert the text into interesting modern English. However, writing skills are not as well developed and a weakness lies in the relative absence of imaginative and creative story writing. Standards are average in spelling and punctuation. The quality of handwriting and presentation overall is good and often very good. Pupils have good literacy skills and imaginative use is made of them in history where they write with feeling about evacuees and in science where they write reports on a wide range of experiments. Pupils' mathematical knowledge is above average: most Year 6 pupils show a good understanding of number: their mental recall of number facts is good and supports work in other areas of mathematics. Their attainment in the areas of shape, measures and data handling is above average. Most pupils have good numeracy skills but, although examples were seen of them supporting learning in subjects such as science, information technology and geography, there are currently no arrangements to guarantee their systematic development across the curriculum. Pupils' knowledge of science is above the average with good understanding of growth, life-cycles, magnetism, human development and light. Their scientific skills are also significantly above average and pupils use them well to plan their own investigations involving creatures as diverse as ants and polar bears. In information technology, attainment is below average and pupils show unsatisfactory standards overall in control and monitoring.
7. Pupils make overall good progress at both key stages. From inspection evidence, pupils make at least sound, and often good progress in most lessons. Progress over time is showing improvement as a result of more effective arrangements for organising and monitoring the curriculum. Good schemes of work ensure effective continuity of learning and new arrangements governing the composition of mixed age classes ensure a better match of work to pupils' aptitudes. There have also been improvements in the quality of teaching. In the few lessons with unsatisfactory features of progress, the most obvious weakness was the failure to match work to the needs of a range of pupils with varying degrees of prior attainment and a lack of pace.
8. Good progress is linked firmly to good teaching which is helped in turn by clear schemes of work, accurate short-term planning and helpful assessment procedures. Particularly good examples are seen in both key stages in English, mathematics and science where pupils respond to clear, directed teaching and an overall well planned provision which helps to improve their rate of progress.
9. Pupils make satisfactory progress in all subjects except for mathematics, science and music where they make good progress. At Key Stage 2, pupils similarly make good progress in mathematics, science and music and satisfactory progress in all other subjects except for information technology where it is unsatisfactory. The major reasons for slower progress in

information technology are related to the absence of appropriate hardware and teaching space.

10. Progress of higher attaining pupils is overall satisfactory at both key stages, and particularly in English, because pupils are usually challenged by the work set for them. Generally, boys and girls make similar progress. Pupils with special educational needs make at least satisfactory progress at both key stages. Individual education plans (IEPs) currently have satisfactory targets but the school is planning to enhance them so that they can be monitored more effectively and the pupils' progress be more readily assured. The school has good arrangements for teaching a range of pupils in smaller groups by adults who provide good levels of individual support and set high expectations.

Attitudes, behaviour and personal development

1. The very good standards of behaviour and the positive attitudes of pupils noted in the last inspection report have been maintained. In some areas they have improved. The good relationships in the school and the effective fostering of the personal development of pupils have a significant impact on the quality of their attainment and progress and is much appreciated by parents.
2. Pupils enjoy school and attitudes to work are good. In lessons their attitudes are never less than satisfactory and in over two-thirds they are good or very good. Pupils listen well and remain on task; they show a pride in producing good work. They select and use resources confidently; good examples were seen in art and physical education. Pupils work well individually, co-operatively and collaboratively; for instance, when taking part in musical performances with others and taking parts in "Macbeth". Generally, the better and more interesting the teaching, the more positive the response from pupils and this accounts for the very good attitudes. Pupils with special educational needs work hard on their learning targets and all pupils show positive attitudes in literacy and numeracy lessons. Although the term had only just started for the under fives, they had settled well and they relate confidently to known adults. They are all willing to share and take turns. Children work and play independently and in groups and are able to concentrate for long periods.
3. The behaviour of pupils is very good, in class, at lunchtimes and outside in the playground. Pupils understand fully the standards of behaviour expected and meet them very well. The school functions in an orderly and secure manner and this helps standards of learning and personal development. In class pupils are polite and attentive to their teachers. They listen to each other and take turns in talking. The school fosters good listening skills and pupils respond quickly to instructions and show respect for the feelings of others. There is no evidence of vandalism or graffiti around the school: it is a tidy place and the majority of pupils look after possessions and resources conscientiously. There have been no exclusions. No reported bullying or harassment was observed during the inspection. The pupils' relationships with each other are very good. Pupils mix well in lessons and at play and show a sensitive awareness of the needs of others as they move through the school. Pupils value the kindness and respect shown to them by all adults in the school and relationships are characterised by mutual respect.
4. The majority of pupils show good levels of personal development. The effective behaviour policy and class rules help to develop their self-esteem. Study skills are good and pupils work well on their own, both in and out of doors. A good example was seen where individual pupils used library skills to reinforce their class work. Pupils with special educational needs make sound progress due to the provision and individual behavioural programmes. Pupils undertake special tasks in every class and older pupils have special responsibilities such as acting as librarians or helping with assembly and they perform their tasks conscientiously. Pupils also contribute considerably to the local community: they have special services at Harvest and Christmas and there are well developed and productive links with the parish church.

Attendance

1. Attendance is very good. On average it is 97 per cent and above the national average for primary schools. The school has improved its attendance rate marginally since the last inspection. Unauthorised absence is below the national average and there is very little unauthorised absence. Most absences are due to minor ailments and the school strongly discourages absences for family holidays in term time. Most pupils arrive on time; however, although traffic congestion is a problem, there remains a small group of pupils who are regularly late. Lessons begin on time.

QUALITY OF EDUCATION PROVIDED

Teaching

2. The overall quality of teaching is good throughout the school, although somewhat more variable in Reception and in the early years of Key Stage 2. Teaching for children under five is satisfactory; just over a half of the lessons being satisfactory, the rest being good. Teaching at Key Stage 1 is good, with approximately a half of lessons being good and thirty per cent very good. Teaching is overall good at Key Stage 2: almost all lessons were at least satisfactory and nearly a half ranged from excellent to good, with most being good or very good. The quality of teaching has improved since the last inspection report, particularly in Key Stage 2, where a third of lessons were unsatisfactory. However, there remain some weaknesses, mainly in terms of pace and matching work to the attainment of all pupils. The overall improvement is due in part to improved curricular arrangements in subjects such as English and mathematics and to more lessons having a sharper pace and purpose.
3. The teaching of children under five in the Reception classes is satisfactory and often good. Strengths are associated with clear planning, activities well matched to children's needs, effective assessment and the imaginative use of adult support which helps attainment. The few weaknesses seen related mainly to a lack of clarity in learning objectives.
4. Insufficient evidence is available to make a secure judgement about the quality of teaching in each key stage in art, design and technology, information technology and history. Available evidence indicates that, in each of these subjects, teaching is mainly satisfactory. In individual classes, teaching quality varies between satisfactory and good or very good. It is overall good in English, mathematics, science and music. In other subjects, teaching is at least satisfactory. The strengths and weaknesses are similar in both key stages, although the strengths are particularly evident at Key Stage 1 and in Years 5 and 6. Teachers' subject knowledge is satisfactory or good in all subjects. Literacy is taught well and the effective use of the literacy hour is helping to raise standards in English. Pupils' literacy skills are particularly good and teachers use them in a range of subjects, including science, history, geography and information technology. Expectations are generally good, particularly in the younger Reception class, Key Stage 1 and Years 5 and 6. A particularly good example was a Year 6 lesson in numeracy which kept pupils at full stretch for nearly an hour working on fractions and three figure multiplication. The teaching of numeracy is good. Teachers use a good range of strategies to engage pupils' attention and they usually provide clear explanations and relevant activities. A good example was an outdoor physical education lesson, where the teacher provided younger pupils with a stimulating and varied range of activities and also ensured that they changed quickly through the imaginative use of song. On occasions, however, where short term planning has not addressed the issues of both age and the range of attainment in a given class, some activities are inappropriate and check progress. Mathematics is taught well. Numeracy skills are used satisfactorily across the curriculum. For example, in science, pupils measure accurately and display their information in a variety of charts. In information technology, pupils produce tables and graphs and in geography mathematics figures prominently in pupils' mapping assignments.

They also collect and interpret weather data systematically. The school is planning to improve its provision for the teaching of information technology in other subjects as currently it is unsatisfactory. Teachers use resources well but, on occasions, mainly with younger Key Stage 2 pupils, lessons and activities do not always have a crisp pace and time is not always used fully. Teachers manage pupils well: relationships between teachers and pupils are good and most lessons are characterised by an orderly and calm atmosphere. In particular, the challenging behaviour of a small minority of older pupils is handled very well by the teacher.

5. The needs of lower attaining pupils, including those with special educational needs, are usually met effectively because most staff are now more aware of pupils' strengths and weaknesses. Arrangements in this respect have improved. In particular, good direct teaching of literacy skills, often in small groups, is evident. This helps progress in other subjects. Increasingly, assessment results are being used to organise both classes and groups in such a way as to support lower attaining pupils. Good examples were seen both in literacy and in mathematics. IEP's are of sound quality but the school is proposing to improve them. Support assistants keep a good note of progress.
6. The quality of long, medium and short term planning is good. Sound planning within each year group ensures that all pupils receive similar subject content and it is usually delivered to a similar standard.
7. Procedures for assessment and their use to help lesson planning are satisfactory across the school but more work is necessary to bring the arrangements in some foundation subjects up to the standard which now exists in English, mathematics and science. Teachers mark work regularly and offer advice to pupils. Homework supports pupils' learning satisfactorily, particularly in English and mathematics, but some tasks are occasionally too poorly defined.

The curriculum and assessment

1. The school has a well-planned curriculum and good systems for the assessment of pupils' attainment which are beginning to have a noticeable impact on pupils' attainment and progress. Their effectiveness is particularly apparent in mathematics at the end of Key Stage 2. Pupils are taught all the subjects of the National Curriculum, including religious education which was inspected by a separate inspection team. Appropriate emphasis is given to the teaching of literacy and numeracy, and the new strategies are being implemented well in both English and mathematics. The school offers a broad and balanced curriculum in both key stages with the exception of information technology which is limited at the top of Key Stage 2 by a lack of machines and software. The school was slow to respond to the weaknesses noted in the previous report; in particular, schemes of work were not implemented. However, the present Headteacher, appointed last year, has overseen the production of both policies and schemes of work for all subjects, taking into account new guidance. Coupled with this initiative, she has reviewed the criteria governing the information of mixed age groups and changed them substantially. Both of these developments in planning and organisation have played a significant role in helping improve levels of attainment and progress. Planning in the core subjects is good.
2. The planned curriculum for the under-fives is satisfactory. It is broad, balanced and relevant to the needs of young children. It meets the expectations of the nationally recommended curriculum for this age group and provides appropriate opportunities to lead pupils on to the subjects of the National Curriculum. The curriculum takes good account of the pupils' linguistic, numerical and social needs.

3. At both key stages, the curriculum meets statutory requirements. Health education is linked to science lessons, and there is an appropriate programme for sex education and drugs awareness. The school offers satisfactory support to pupils with special educational needs, and these pupils make sound progress. The school's arrangements comply satisfactorily with the recommendations of the Special Educational Needs Code of Practice. The Special Educational Needs Co-ordinator (SENCO) works with class teachers to diagnose pupils' learning needs. The IEPs set appropriate targets matched to pupils' needs. Pupils receive help from the SENCO, usually in small groups. They also receive appropriate targeted help from classroom assistants, when available, who are briefed by the class teachers. Pupils who speak English as a second language receive good support which enables them to take a full part in the lessons.
4. The school has adopted new national guidelines for the teaching of literacy and numeracy successfully. Teachers use the national frameworks well to structure daily lessons in English and mathematics and this is helping to improve standards. In addition, they plan carefully to incorporate the teaching of literacy and numeracy in other subjects across the curriculum.
5. There is good equality of access for all pupils to the full range of subjects. The provision of extra-curricular activities is sound, and many pupils benefit from music tuition and a range of clubs. These include sports clubs and recorder groups. Visits to places of interest support learning in many topics, particularly history and geography. Year 6 pupils benefit from residential visits to places such as Fairthorne Manor. Their team building skills and their independence are significantly increased. Regular visitors are invited into school to share their skills and expertise; they help to broaden the curriculum and the pupils' experience. The curriculum successfully prepares pupils for secondary education.
6. Revised and effective procedures for the assessment of pupils' work were introduced last year and have been an important factor in helping to improve rates of progress. There has been a good improvement on arrangements noted at the earlier inspection. Systems are used consistently throughout the school, and teachers follow the agreed policies. Assessments are used to inform future lesson planning, and teachers meet each term in teams to agree upon standards for marking and assessment. Additionally, satisfactory records of pupils' achievement are now kept. The quality of teachers' assessments are overall satisfactory and good examples were seen in the upper juniors and in the Reception classes. There are also improved arrangements for identifying pupils with special educational needs and the school is planning to sharpen methods of measuring progress against IEPs.
7. The assessments made for National Curriculum Tests match teacher assessments well. The baseline assessments administered at Reception and Key Stage 1 were carefully carried out last year, and give a good picture of the attainment during the first year of education. At the time of the inspection, teachers were engaged in carrying out the baseline assessments for this year. No judgement can be made about their effectiveness because they were incomplete at the time of the inspection. Currently, there is some variation in the application of new assessment procedures. In the younger children's classes the previous teacher's records are very detailed and include individual experience of the National Curriculum Programmes of Study, National Strategies for Literacy and Numeracy and both types of baseline assessment. In the older pupils' classes, teachers already use in their planning the previous teachers' records, the range of literacy tests recommended by the school and nationally recognised systems for measuring what pupils can do in verbal and mathematical reasoning. In both these areas, teachers are in a position to make significant differences to what individual pupils can understand and do. In the middle years, teachers have received assessment data of the same type, but not of the same quality, as the other teachers. They use this data for grouping pupils, but do not yet use the range of assessment data they have received in planning a response to the individual needs of pupils. Teachers are beginning to use these assessments to track individual pupils' progress throughout the school.

8. Teachers' assessments relate accurately to National Curriculum requirements. Pupils' work seen during the inspection was compared to teachers' assessments and records. The recently introduced system of regular moderation of core subjects once a term at staff meetings, and the practice of regularly choosing an assessment focus during year group planning meetings play a key role in maintaining and increasing teacher expertise. During the inspection, the teachers in the early years and in upper juniors had already begun the latter process. The teachers in the middle years recognised the importance of the assessment focus for planning, but had not yet begun to discuss this aspect during their current planning.
9. There is no evidence that individual targets are given to pupils, to help them become involved in their own assessment. Annual reports to parents give appropriate details of pupils' achievements, and their attitudes to work in lessons. The school's arrangements for carrying out end-of-key-stage assessments are satisfactory and meet statutory requirements.

Pupils' spiritual, moral, social and cultural development

1. The school's provision for spiritual, moral, social and cultural (S.M.S.C.) development is satisfactory overall and it has a number of good features. Arrangements for moral and social development are good. However, there is still no overall planning to deliver S.M.S.C. within the curriculum as a whole. Generally, the situation is the same as at the time of the earlier report; however, there have been improvements: for example, in spiritual and cultural provision.
2. Provision for spiritual development is satisfactory and the school provides its pupils with knowledge and insight into values and religious beliefs through the teaching of religious education. Assemblies are planned to incorporate religious and moral themes and have a good spiritual atmosphere. Well chosen pieces of music heighten children's concentration and pupils often take part in role-play or drama. In lessons, pupils respond to opportunities for the discussion of a variety of issues which help them to reflect and discover. Younger pupils delight when they first see the effect of mixing colours in art; older pupils reflect on the past and their families' past when they study history. Pupils are fascinated in science when they activate a circuit by switching a motor using split pins and paper clips and they discover some of nature's infinite wonders when they conduct experiments on different types of soil and find out about animals and plants. There are many opportunities to explore both sound and mood in music when they hear the compositions of a range of composers.
3. Procedures for promoting pupils' moral development are good and parents express strong support for this aspect of the provision. Staff use opportunities well to teach right from wrong. Pupils are helped to understand themselves better through discussion and reflection on their feelings. The youngest pupils learn how to listen and to take turns, how to share and how to be kind to each other. An effective policy helps good behaviour and parents are kept informed of expected standards. The school succeeds in providing a place where children learn that good behaviour makes effective teaching and learning possible. Pupils are aware of those worse off than themselves and collect for a range of charities, mainly to help other children in need. In religious education they think of people of different faiths and in geography they study about the need to conserve the earth's resources.
4. The provision for the social development of pupils is good. Adults in the school provide very good role models and teachers provide useful opportunities in the classroom for the pupils to develop their social skills in class discussions. In the Reception classes children learn to work and play together from the outset. Classroom equipment is organised so they can help each other and begin to be independent of adults. Throughout the school, pupils are treated with friendliness and courtesy by adults. Many lessons encourage co-operative working: pupils compose and perform in groups in music and a range of teams compete well in football and netball. In physical education they understand the need to co-operate and help each other and

they work well in mixed gender groups. In science, pupils collaborate in pairs and larger groups on experiments and breaks and mealtimes are used well to stimulate the pupils' growing social skills. Good work is done in the community when pupils go on outside visits and also perform for local groups. This elementary understanding of citizenship is consolidated through a good personal and social education programme. The quality of relationships is very good and there is ample evidence of pupils confident enough to share their views with their peers in the class and with adults.

5. Provision for cultural development is satisfactory: the school provides a range of opportunities for pupils to participate in the cultural and creative aspects of education to which the pupils respond well. In history, pupils discover their local and national heritage before studying aspects of the classical world and experiencing medieval music. In geography, they study other countries, including a comparison of Hayward's Heath with the Hebrides. In art, they see mosaics at first hand when they visit Bignor Roman villa and they also study hieroglyphics from Ancient Egypt and the work of famous artists such as Mondrian. In music, they know about a range of instruments from different cultures. Currently, however, insufficient provision is made to prepare pupils for life in a multi-cultural society but the school is now making overall better cultural provision than at the time of the last inspection.

Support, guidance and pupils' welfare

1. Since the last inspection, the school has maintained its good arrangements for pupils' support and welfare. There is an appropriate range of policies for most aspects of this provision. Monitoring of academic progress and personal development is good. Staff know the children well and are sensitive to their needs. They support them with any concerns. Assessment procedures help the monitoring of academic progress and target setting is used constructively. Pupils' progress is measured and recorded from test scores and teacher assessments and records. The information is passed to the receiving teacher before the new term and conveyed to parents through annual reports. Arrangements for the under fives are good. Similarly, the school has good arrangements in place to ensure that progress is assessed accurately in literacy and numeracy lessons. The school works hard to provide an environment in which pupils feel valued and supported. Parents report that the school takes care of their children well. The provision for pupils with special educational needs is satisfactory: support is provided both in and outside of the classroom and progress is monitored. Extra help is given to those with problems and the school has a counselling service for a few pupils which works well. Children are prepared well for admission to Reception and older pupils are helped to prepare for their next stage of secondary education.
2. Procedures for monitoring and promoting discipline and good behaviour are good. Teachers' expectations are high and pupils respond well; parents report that they are satisfied with the school's approach to discipline. At the time of the inspection, the school was beginning to get to grips with new supervisory arrangements required by a change to the School Meals Service. The Headteacher and others are working hard to ensure a safe environment. Instances of reported bullying are said by parents and pupils to be few. However, when they occur, they are dealt with quickly and effectively. Pupils are aware of the procedures which they must follow to inform staff of any such incident.
3. Procedures for monitoring attendance are good. Parents of new pupils are told of attendance requirements and guidance for staff on the completion of registers is good. The Education Welfare Officer is in school regularly to follow up any concerns over attendance. Good attendance helps the continuity of learning and progress and there are very low levels of unauthorised absence.
4. Procedures for child protection are good. Staff are aware of the procedures to follow and all legal requirements are met. Health and safety arrangements are very good. Everybody is familiar

with the procedures and vigilant about such matters. The school co-operates well with the relevant authorities and teachers also pay proper attention to health and safety in the classroom. The governors monitor health and safety matters and the site manager keeps full records of risk assessment and the work done. Health education is taken seriously by the school; healthy eating is encouraged and at morning break most of the snacks include fruit or carrots. A programme is also contained within the curriculum which emphasises the need for pupils to care for their bodies and to be aware of the misuse of drugs. Children who are unwell in school are attended to promptly and sympathetically and there are efficient arrangements to attend to the needs of those who need regular medication.

Partnership with parents and the community

1. The partnership between the school and parents has continued to be as positive and productive as noted in the previous inspection. Parents' involvement in the school and the information which they receive is very good and this, together with the good partnership with the community, has a significant impact on the quality of learning and standards achieved in the school. Parents also believe that it is a productive partnership.
2. Information provided for the parents by the school is of good quality and is valued by them. The school prospectus is clear and informative and there are helpful regular newsletters. Information about what is to be taught in each class is readily available to parents at the autumn term parents' meeting with the class teacher, where the curriculum and objectives for the year are clearly explained. In addition, there are regular half termly written updates about the work to be done in class which enables parents to provide constructive support at home. There are parents' meetings each term. The annual report is clear and comprehensive in its information and provides a very good outline of progress as well as setting out areas for development. The school also arranges curriculum focused events for parents, such as the meeting organised with a County Advisor to give advice about helping with their children's reading. The school makes good arrangements for the induction of new pupils and parents and the information provided in the "ABC" booklet and at the parents' meeting held before children begin school is good.
3. Parents make a very good contribution to their children's learning. Many help in school regularly with such areas as reading and craft work, as well as with after school activities, such as netball. Parents support school events and help with trips. There is good help with homework. The well organised reading pack enables parents to be fully involved in helping to develop reading skills at home. The school is introducing a new reading journal to support home reading further. The current reading journal is a successful home school link, especially in Key Stage 1. Through Friends of The School, parents make a practical contribution to fundraising activities. In the recent past, the Friends have made valuable contributions to the school's resources with the purchase of new books and computer equipment.
4. Enrichment through links with community are good. There is an appropriate range of well planned visits organised each year to extend classroom studies and to broaden the experience of pupils. Pupils visit such places as Bignor Roman Villa, Littlehampton, the Imperial War Museum in London and Pulborough Brooks. The residential visit in Year 6 to Fairthorne Manor helps extend not only academic work but fosters good social skills. Classroom studies are enriched also by visitors to the school, including the school nurse who contributes to health education and sex education. The school participates enthusiastically in parish and local events and remembers the elderly residents, particularly at Christmas and Harvest Festival. There are very strong and productive links with St Paul's school, to which the majority of pupils transfer at the end of Year 6. Less strong, but equally valuable, links exist with other local secondary schools and the school have met fully the concerns relating to these links expressed in the last inspection report. The school makes sensible use of the expertise provided by local agencies and value especially the contribution made by the Educational Welfare Officer, school nurse and Catholic Children's Society Counsellor. The school is used on a regular basis for the community with

keep fit classes, karate and other occasional lettings. The school in turn make good use of the swimming pool at the local Leisure Centre.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

1. The school has made good progress in improving the areas of weakness noted in the last report. Strong action has been taken with regard to the management and organisation of the curriculum, schemes of work now reflect National Curriculum Programmes Of Study and have helped to produce the recent noticeable improvement in attainment. Assessment procedures are good overall and registers are properly completed. Teaching has improved at Key Stage 2. Finally, the difficult problems of grouping pupils, more particularly those in mixed age classes, are being tackled in a way which meets the needs of pupils of all attainments in a balanced way.
2. Arrangements for development planning are very good. All planning is governed by a three year development plan which is up-dated annually. There is a clear and effective process of consultation with governors and staff before the plan is drawn up. School improvement features strongly in development planning and the main thrust of current arrangements is to improve pupils' attainment, teaching and curriculum development. At a subject level, the core subjects have been developed well and other subject planning has been good. A particular strength is the detailed and clear arrangements for monitoring and evaluating the school development plan and the role of subject co-ordinators in this process. This is having a positive impact on pupils' attainment and progress.
3. The governing body is organised effectively and is well led. A hard working and able Chair of Governors is supported well by appropriate committees. The body is clerked effectively and, as a result, pays good attention to its major duties in areas such as finance, buildings, staffing and curriculum. The school has established an effective framework for the introduction of the National Literacy Strategy and the National Numeracy Strategy. It has resourced these initiatives well and has provided the direction necessary for action by staff. Similarly, the governing body attends to its responsibilities for special educational needs pupils satisfactorily.
4. Overall arrangements to monitor the quality of teaching and curricular development are good. Teaching is monitored by both Headteacher and relevant staff and co-ordinators have responsibility for reviewing the planning and teaching in their areas. Monitoring is done through regular scrutinies of work, planning and classroom observation. The effect on the quality of education and standards is good. Curriculum co-ordinators have clear job descriptions and understand their major priorities. The Headteacher has clear systems and structures in place and intends the newly formed senior management team to continue the development of the monitoring of curriculum and teaching.
5. The Headteacher and Deputy Headteacher provide very clear educational direction for the school. The Headteacher is central to the everyday life of the school, is dedicated to it and ensures very good links with parents. She has successfully developed priorities around high academic attainment linked to Catholic values. In particular, she is determined to develop a concern for others. Parents have indicated that they have confidence in the leadership of the school and they strongly support its aims and values. The Headteacher is helped by a governing body and staff who offer support in the day to day life of the school.
6. The ethos of the school is very good. The pupils enjoy their life at school. There are good relationships between teachers, pupils and parents. Teachers provide a caring, supportive environment. The pupils work hard and behave well, both in lessons and around school. Pupils of all attainments are valued and given very good opportunities to participate fully in the life of

the school.

7. Overall, leadership and management have been successful in realising the school's aims which place a premium on high academic standards and the development of the pupils' potential in line with Catholic teaching. It is also succeeding in providing a broad and balanced curriculum, very good behavioural standards and a close partnership between home and school. Governors fulfil statutory requirements in all areas. As a result of current organisational arrangements and the rate of progress achieved so far, the school has a good capacity to improve further.

Staffing, accommodation and learning resources

1. The school has satisfactory staffing levels and class sizes are at the national average. There is sufficient expertise amongst the teachers to cover the National Curriculum and the school also has a satisfactory complement of support staff. Both are effective in supporting pupils' learning.
2. There are satisfactory arrangements to support teachers new to the school, including newly qualified teachers. The Headteacher assigns a high priority to the careful induction of new teachers who are also supported by an experienced member of staff. Satisfactory job descriptions for all staff are in place. The school's arrangements for the appraisal of teachers are very good and priorities for training are identified clearly in the school development plan. As a result, teaching and standards have improved in numeracy and in literacy. The administrative staff contribute well to the smooth running of the school and caretaking support is first class. Other staff are hardworking and operate well as a team. The involvement of visiting professionals is well co-ordinated and complements the school staff's contribution to attainment and progress.
3. Accommodation is satisfactory and helps the delivery of the curriculum. The school has adequate outside playing spaces, including a field at the rear of the school. There are sufficient classrooms of a generous size, as well as specialist rooms for both music and small group work. However, the school does not have a suitable specialist information technology area in which pupils can develop their skills appropriately. Also, the Key Stage 2 library is somewhat small for use by classes and larger groups. As a result, the school has dispersed a number of books to form classroom libraries. The school has a suitably sized hall but it is away from the main buildings. Classrooms are generally bright and well furnished. The whole of the school accommodation and grounds are free from any graffiti, vandalism and litter. Displays around school are of good quality, informative and usually made by pupils.
4. Learning resources are satisfactory overall. However, a shortage of both hardware and software inhibits standards of attainment and progress in information technology. The school is aware of this and there is a planned programme of improvement to address the issue. Otherwise, at both key stages there is a variety of resources appropriate both to the age and interests of the pupils and the curriculum taught. They are clearly labelled and, where appropriate, accessible to the pupils. In particular, the school has a good stock of books both for the new reading scheme and for the literacy hour. Resources are also good for mathematics and in Reception.
5. Overall, staffing, accommodation and learning resources make a satisfactory contribution to the quality of education and the standards achieved.

The efficiency of the school

1. Financial planning is good; it is linked firmly to the school development plan with decisions being taken clearly to meet educational objectives. The Headteacher, Bursar and Governors' Finance

Committee work together at various stages of the academic year to form a budget. Arrangements are in place to ensure value for money: for example, the governors have examined the effectiveness of support staffing arrangements and have reviewed service level agreements.

2. Financial control is good. The finance committee oversees the financial management process and the main audit report has recently found that the school's accounts are properly controlled and applied. The school has an effective computer based system for modelling and monitoring financial expenditure under a number of different budget headings. The Bursar keeps the Headteacher and Chairman of Governors well informed and significant variances are examined. Budget details are published in the governors' annual report to parents.
3. The school's administration is efficient and secure. Clerical ordering, invoicing and cheque book management are excellent. Procedures for the collection and banking of monies are checked at all stages. The school's administration is efficient and supports the work of the school. There is a good segregation of budget responsibilities which provide a wide base of cost centres, including subject co-ordinators.
4. Members of staff now have clearly defined roles and responsibilities and the allocation of non-contact time is equitable. The proportion of the total funding allocated to teaching staff is somewhat below average and there is an average pupil - teacher ratio. The accommodation is used well and promotes effective learning. Teaching staff are deployed appropriately for curriculum needs, as are support assistants.
5. When pupils enter the school their attainment is average and they come from an above average mixture of socio-economic backgrounds. Pupils' progress is good during their time at school and by the age of eleven their attainment is overall above average. The attitudes, behaviour and personal development of the pupils of the school are very good. The quality of education provided by the school is good and with average unit costs per pupil, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. Pupils are admitted to one of the two Reception classes according to age in the September after their fourth birthday. Most of them have had some nursery or playgroup experience. Children attend school full-time if their fifth birthday falls before the end of the autumn term; they attend in the mornings only until January if they become five in the spring or summer terms. There is a good induction programme. Children visit the school with their parents in the term before admission to meet the staff. Parents receive a helpful brochure with clear information about school routines. Following their children's start the parents subsequently receive detailed curriculum information and frequent opportunities to discuss their children's progress with teachers. Children settle quickly and happily into school.
2. Attainment on entry is below average for the county. Baseline tests are carried out within six weeks: in 1998, children's performance in the tests met national expectations but were below the county average in every area. There were no higher attainers. Progress over time, however, is good. Tests repeated at the end of the Reception year in 1999 show that standards expected nationally for five-year-olds are met. This is a result of the good provision.

Personal & Social Development

1. Provision for children's personal and social development is good and they make good progress. Most children work well together in small groups, line up ready for playtime, and put their hand up if they want to say something in a discussion. Many work with sustained concentration for a long time without being directly supervised. Discussion periods also help children to understand the feelings of others. Behaviour is good and most children willingly share resources and help each other when necessary. Social development is promoted well and children learn how to accept responsibility by giving out and tidying up resources. A range of opportunities for personal and social development are provided in most activities and staff have a good knowledge of individual children. They give good support and praise and help children gain confidence and self-esteem.

Language & Literacy

1. When they enter Reception, children's language and literacy skills are average for children of a similar age. The school makes good provision for the development of language and literacy skills and children make good progress. They start school with a limited vocabulary and the school emphasised the importance of communication skills. During the many discussion sessions, children are encouraged to develop good habits in speaking and listening. As a result, they are beginning to communicate effectively with each other. Children's knowledge and use of vocabulary is mainly average and most use grammatically correct sentences. After a short while, they have the confidence to speak without constant prompting. Children's attitudes towards reading are good. They enjoy the stories which are read to them and many "read" stories on their own, by following the pictures. Books are readily available and used well. Parents co-operate readily with the home/school reading scheme and keep a record of the books they read with their children. Teachers plan carefully for reading and writing activities and promote spoken language well through many activities. Rhymes, action songs and stories feature daily in lessons. Children learn simple letter sounds and most recognise their own name and some initial letters and sounds. Early writing skills are taught well and most children hold the pencil in a good grip forming letters and numbers correctly. Overall, pupils in Reception are prepared well for the National Literacy Strategy.

Mathematical Development

1. Provision for children's development and awareness of mathematical language and skills is satisfactory and they make sound progress. Most reach the expected standards by the time they reach statutory school age. Most children can sort, match, count and put things in order according to colour, size and shape. They learn counting rhymes and songs and play number games competently. Teachers provide a good range of number related activities and most children are beginning to develop a satisfactory awareness of numbers.

Knowledge & Understanding of the World

1. Provision for children to develop knowledge and understanding of the world around them is satisfactory, including that for information technology. Children make sound progress and by the time they reach statutory school age most reach the standards set out in the desirable outcomes for learning. Observational skills are particularly well developed and children enjoy investigating the things around them. They explore the properties of many materials including paint, sand, water, fabric, paper and glue. Teachers use pictures to stimulate talk, as in a lesson about home and the surrounding services such as shops, school and park. There are plans to take the children outside the immediate school environment to visit the shops shortly. Most children are already familiar with technology through construction games and toys. Computer skills are satisfactory and some can use the mouse and direction keys accurately to move objects.

Physical Development

1. By the age of five, children meet the standards set out in the desirable outcomes for learning. Most have good dexterity when handling pencils, crayons and other art material. Children cut, mould, stick and paste material satisfactorily. On the large apparatus, children show good control to balance, turn and move in different directions. They ride the three-wheeled vehicles well and have a good sense of space and awareness of others.

Creative Development

1. Children make satisfactory progress and most achieve the standards expected. The classrooms are bright and lively with well organised displays which cover all the main areas of learning and many opportunities are provided for self-expression through role-play, music and art. This helps standards of attainment and progress. Most children express themselves well in art and use different media and techniques. In their painting, children achieve satisfactory standards of control and brushwork. They sing action songs enthusiastically and use good expression, although not all know the words. They show good imagination in their role-play activities and teachers make sure that there is a wide range of materials and equipment to help develop co-ordination. This includes a good range of toys and games.
2. The overall quality of teaching is satisfactory; in the younger class it is consistently good. Activities are usually appropriate and plans to cover the major areas of learning. Staff work well as a team and the focus on personal and social education is effective. The teaching of literacy and numeracy is mainly good and there is a good balance between adult dominated activities and learning through structured play. Features of good teaching include: firstly, detailed lesson planning with clear objectives. Secondly, the use of an effective range of teaching methods, including using different strategies to develop listening and literacy skills and providing imaginative resources to help creative development. Time is used well. The main unsatisfactory feature relates to a lack of clarity in lesson objectives which leads to a reduction in children's progress. Leadership and management are good; the co-ordinator has a clear vision for the provision and day-to-day management is good. Accommodation for children is satisfactory: it includes soft and hard play areas and the attractive learning environment which staff have created supports learning effectively. There is a good policy with effective long and

medium term planning arrangements. As a result, provided that weaknesses in short-term planning are addressed, the provision has a good capacity for improvement.

ENGLISH, MATHEMATICS AND SCIENCE

English

1. In 1998, Key Stage 1 National Curriculum Test results showed pupils' performance to be above the average in reading but below for writing. A higher than average percentage of pupils attained above expected levels in both reading and writing. Compared with pupils from schools with similar backgrounds, pupils' performance was close to the average in reading tests and well below in writing tests. Results in the three years to 1998 show the performance of boys in reading to be above the national average and in writing to be close to the national average. The performance of girls in reading was very high compared to the national average and well above the average in writing.
2. In 1998, when pupils left school at the end of Key Stage 2, attainment in the National Curriculum Tests was above the national average in reading and writing. The percentage of pupils attaining above the expected levels was also above average in reading and writing. Taking the three years to 1996 together, the figures show that pupils' performance is above average. However, compared to schools with pupils from similar backgrounds, performance was below average. There is no significant difference in the performance of boys and girls.
3. Overall standards of attainment in speaking and listening are above the national average and the literacy strategy is beginning to have a positive effect on standards. Pupils make mainly good progress, including those with special educational needs. This is mainly because of good teaching and effective grouping arrangements. Pupils have opportunities to ask and answer questions, to listen and respond to adults and their peers, to present their own ideas and opinions clearly, using an increasing vocabulary and correct English, during class discussion and group work. Pupils speak with increasing clarity and developing confidence as they move through the school. For example, during the literacy hour, Year 2 pupils explored alliteration when reading "The Polite Knight", exploring the meaning and feeling of the book and what happens. They showed good understanding and demonstrated careful listening by their responses. By Year 6, pupils talk confidently and listen carefully, responding appropriately to others. They are aware of correct English and when to use it and they adapt their speech to the needs of listeners. The school has maintained its good standards of speaking and listening since the earlier report.
4. Standards of reading are good by the end of Key Stage 1. And most pupils make sound progress. Factors making for good progress include the work on sentences, text and words when pursuing the literacy hour. Also, many pupils have books at home, are read to often and enjoy reading to themselves. Each pupil has a reading journal in which pupil, school and parents record progress. The school consistently aims to involve parents in their children's reading. Pupils also have short sessions of guided reading during parts of the day when the teacher spends time with different groups. This helps standards of attainment and progress. A common weakness, however, is that a number of pupils have limited vocabularies and, when reading, tend to ignore words they do not understand rather than find out their meaning. Higher attainers are able to discuss and predict the plot but lower attainers find it difficult to discuss books and have only a small sight vocabulary. Nevertheless, during poetry lessons, teachers often succeed in developing pupils' thinking by encouraging them to substitute words in rhymes and poetry. By the time they are seven, most pupils read text with understanding, express opinions about major events in what they have read, use a range of strategies when using new words and establishing meaning. Many are already reading independently, easily and accurately a range of

texts.

5. Attainment in reading is satisfactory by the end of Key Stage 2. Pupils make sound progress in the early years of Key Stage 2 and good progress in Years 5 and 6. Most pupils show good skills and a satisfactory range of vocabulary. The school uses reading scheme books with below average readers but pupils are soon encouraged to use a variety of books appropriate to their attainment. Most choose challenging books and this helps their progress. The recently developed literacy programme is encouraging high standards in reading and pupils cope well with a detailed study of fiction and non-fiction text in class. Most pupils have good library skills: for example, they understand the classification system for non-fiction books and explain the use of an index. They enjoy a wide range of literature including myths, legends and poetry and they talk easily about poems and stories read in class. By Year 6, many are achieving above average scores in standardised reading tests and when studying “Macbeth” they take on the role of the characters well and deliver the text complete with witches’ cackles. They work well also to convert the text into modern English and they read the battle scenes with enthusiasm and expression. Evidence from the inspection indicates that higher order reading skills are being developed among the higher attainers and this marks an improvement on the earlier report.
6. By the end of Key Stage 1, attainment in writing is good. However, fewer pupils reach higher levels. They write well for different purposes and produce a good range of work. By the end of Year 1, the best writing is well organised and lucid, with pupils writing simple book reviews and character descriptions. They record scientific experiments accurately and suggest ways of improving the result. However, lower attainers are only able to write their names and find difficulty forming letters correctly. By the end of Year 2, pupils’ writing in design technology shows an ability to write reports clearly with instructions, labelled diagrams and results. Pupils are taught to form letters and use a cursive script from the beginning of Key Stage 1 and they work hard to present their work well. Lower attainers are able to use cursive script, spell monosyllabic words correctly. All children have spellings to learn for their homework and this helps standards. Punctuation, including capital letters and full stops, are used accurately and some are able to use commas and speech marks.
7. In work seen during the inspection, attainment in writing at Key Stage 2 was at the average. Written work is often well presented, with higher attainers able to use cursive script as skills in handwriting are practised regularly. Older pupils can also use word processors effectively, for example, in producing titles and poems using different fonts and colours. The higher attaining pupils are also able to write about and illustrate their ideas well and many produce pieces of extended writing to support their work in other subjects. There is evidence in the classroom displays and in discussions with children that pupils are encouraged to concentrate on grammar, spelling and punctuation. For example, most pupils of average attainment are able to explain the use of the speech marks and the apostrophe well. The range of written work is satisfactory but there is limited evidence of imaginative and creative story writing. At its best, however, writing at the end of Key Stage 2 shows both a sensitivity for and an awareness of the impact that writing can make on an audience. For example, Year 5 pupils produce persuasive advertisements aimed at a wide range of consumers. Dictionary skills are satisfactory.
8. Pupils enjoy the literacy hour activities. They are generally well motivated, enthusiastic and eager to learn. They are interested in what they are doing, usually sustain interest well and engage eagerly in discussions. They value each other’s written and verbal contributions, and show tolerance for the feelings of others.
9. Overall teaching is good across the school. Teachers generally make the most of spontaneous opportunities to develop language from pupils’ interest. Most plan well the development of speaking and listening and literacy skills. Teachers introduce pupils systematically to a satisfactory range of different forms of writing. They make good links between reading, spelling

and writing and they promote the use of a suitable range of strategies for reading, such as the use of phonics and word recognition. Teachers also provide opportunities for pupils to repeat and practise their skills. Literacy skills are reinforced and extended appropriately in other subjects: pupils write good reports in science, imaginative accounts in history and good extended writing in religious education. Unsatisfactory features of teaching relate mainly to an absence of pace and to a lack of clarity over short-term lesson objectives; a number of plans tend to concentrate on activities at the expense of teaching methods.

10. The English curriculum is broad, rich and balanced. It meets statutory requirements and provides equality of access and opportunity for all, including those with special educational needs for whom sensitive provision is made. The curriculum is well planned and appropriately monitored to ensure good coverage, balance and continuity. Teaching long and medium-term planning are detailed, thorough and of good quality.
11. Assessment procedures are satisfactory overall but is not always used appropriately to inform curricular planning. The development of assessment is an identified area within the school's planning. The school analyses its test results and sets targets for improvement.
12. The subject is well managed. The co-ordinator, well supported by the Headteacher and Deputy Headteacher, has worked hard and enthusiastically to offer help, advice and support to all staff. A number of suitable books have been purchased and the school is planning to acquire more non-fiction books. The school is also proposing to use computers more effectively to develop and extend literacy skills and to improve the training of support assistants in the area of literacy and special educational needs. There is a good number of appropriately qualified staff who have benefited from the school's literacy training and learning support staff also make a positive contribution to the quality of education provided. Overall accommodation is satisfactory but the library is a little small.

Mathematics

1. The results of the National Curriculum Tests in 1998 show pupils' attainment at the end of Key Stage 1 to be above the national average, and average when compared with similar schools. The proportion of pupils reaching the higher Level 3, was close to the national average, and broadly in line with similar schools. Results over a three year period to 1998 show that pupils' performance in mathematics was well above the national average. There was no significant difference in the performance of boys and girls during this period. At the end of Key Stage 2, results were close to the national average, and below average when compared with schools in a similar context. Results over a three year period to 1998 show that pupils' performance in mathematics is above the national average at the end of Key Stage 2. There was no significant difference in the performance of boys and girls during this period. Evidence gained during the inspection reflects the results of the most recent national assessments in 1999, and shows that standards of attainment are above national expectations at the end of both Key Stage 1 and Key Stage 2.
2. Nearly all pupils in the current Year 2 will reach or exceed the expected standard by the end of the year. By the age of seven, most pupils work confidently with numbers and carry out a simple range of calculations. They are developing their understanding of larger numbers and show a sound comprehension of place value. Pupils acquire good mental strategies, and recall number bonds to 10 and beyond quickly and accurately. Most pupils make given sums of money, using different coins, and calculate ways of making 30p, 53p or larger sums. They describe two-dimensional shapes using words like 'sides', 'corners' and 'angles'. Their skills in using and applying mathematics are good. They frequently use their mathematical skills for accurate measuring and drawing in other subjects. Pupils make good progress during the key stage. Those with special educational needs make satisfactory progress with the help of specialist support staff and class teachers.

3. At Key Stage 1, pupils explore number patterns and sequences competently; they clearly enjoy investigating shapes around the classroom. They have a good range of strategies for problem solving, and apply different methods when making calculations. Evidence from the inspection shows that attainment at the end of Key Stage 1, is above average.
4. By Year 6, most pupils show a good mathematical understanding in number. Their mental recall of number facts is good and supports work in other areas of mathematics. Most pupils carry out calculations with ranges of fractions, readily working out which fractions are equivalent, and which are not. Year 5 pupils make their own set of sevenths to investigate whether two-sevenths is bigger or smaller than three-fifths. Pupils talk about numbers up to 10,000 and express numbers to the nearest 100 accurately and with confidence. Most pupils successfully simplify simple fractions, and express them as percentages. They calculate fractions mentally, for example, five-sixths of thirty, and their books indicate that they work out percentages quickly and accurately. At the beginning of Key Stage 2, assessments are not fully used to plan work, and in some classes the pace of the lesson is slower than is warranted by the pupils' interest and attainment. Pupils' progress is satisfactory at this point. Progress accelerates towards the end of the key stage because the teaching is more challenging, and this enables pupils to make very good progress by the end of Key Stage 2. Pupils with special educational needs also make sound progress.
5. Pupils have good numeracy skills by the end of both key stages. Mental mathematics is well taught, particularly at the end of Key Stage 2, and it receives appropriate attention in most lessons. In one very good Key Stage 2 lesson, the teacher began the lesson with a challenging mental mathematics session. Pupils were given a series of fractions in pairs, and asked which ones were larger and which ones were smaller. In another excellent lesson, also at the end of Key Stage 2, pupils made their own fraction strips and used them to work out practically the relative values of different fractions. When giving their answers, pupils were invited to explain the strategies used to make their mental calculations, and to suggest alternative methods of calculating the correct answer. Teachers emphasise and reinforce mathematical vocabulary in lessons, and display vocabulary lists related to the subject on the classroom walls. They encourage pupils to talk about mathematics during the lesson, and to compare, or share, methods with the group or the whole class. These good basic skills support work in mathematics and in other subjects of the curriculum. For example, in science, pupils measure accurately and display their information in a variety of charts. In information technology, pupils produce tables and graphs but the lack of hardware constrains their ability to use computers to develop their mathematical skills fully. In geography, they use maths in their mapping skills and to collect and interpret accurate weather data.
6. Pupils' attitudes to mathematics are very good. They show interest and enthusiasm, listen carefully to explanations, are keen to participate in question and answer sessions, and offer their ideas and methods confidently. When working independently, pupils work quietly, selecting appropriate equipment or resources with a minimum of fuss. When required to work together, they do so in a supportive and co-operative manner, discussing their work quietly, but with interest. In most lessons observed, pupils were well-behaved and sustained concentration well.
7. Teaching was good or better in nearly half of the lessons seen, with the best teaching towards the end of Key Stage 2. No unsatisfactory teaching was seen in mathematics. Where teaching is good, expectations are high and lessons are lively, with a good balance of time spent in whole class work, practical activities and written tasks. For example, in one Key Stage 2 lesson, a brisk introduction on fractions, including a mental mathematics session, was followed by the teacher setting targets for the class for the rest of the lesson. The aim was to encourage them to use different methods of calculations, check their results and develop their own questions. The pupils then worked through some graded tasks. The lesson concluded with pupils talking to each other about what they had learned and the methods they used. Unsatisfactory features of

teaching are mainly the result of teachers not using assessment to inform their lesson planning, work not always being matched to pupils' attainment and modest expectations leading to a slower rate of progress. In the best lessons, the drive for progress is very obvious. Teachers have successfully adapted a common planning format and the structure of lessons is good. Most teachers make good use of resources, and provide clear explanations to the class before they commence focused tasks. Some good displays extend pupils' learning, with mathematical terms, tables, signs and number patterns displayed prominently in the classrooms and hallways. A display on successful problem solving was particularly helpful to pupils, reminding them of the way to attack mathematical word problems. The use of computers is developing, but lack of software and hardware constrains teaching. In the lower juniors, a teacher was unable to take forward a potentially very good lesson on data handling because of insufficient computer hardware. The overall provision for homework is satisfactory and makes a good contribution to pupils' progress at the end of Key Stage 2.

8. There is a good scheme of work for mathematics, based on the new National Numeracy Strategy. The school has successfully piloted this programme which has helped to raise standards, particularly at Key Stage 2. The co-ordinator provides excellent leadership, and has a comprehensive monitoring programme in place. It covers classroom observation, review of work books and scrutiny of planning. This excellent knowledge of standards informs training needs and future priorities for the subject. A subject action plan clearly identifies future developments. In-service training has included opportunities for teachers to observe each other and to share good practice. Good use has also been made of outside training initiatives to support mathematics work within the school. There are effective assessment procedures in place, including a series of formal tests at the end of each year, and a range of good quality resources. Both play an important part in raising standards of attainment. The previous report painted a gloomy picture at the end of Key Stage 2. Standards were below expectations, progress was limited, work was not matched regularly to pupils' attainment, opportunities for mental work were limited and there was no scheme of work. Very good progress has been made in remedying these weaknesses and the school is in a good position to improve further.

Science

1. At the last inspection, standards of attainment in science were considered to be satisfactory at Key Stage 1 but more variable at Key Stage 2. Progress has been good and standards are now above the average at both key stages. Results of National Curriculum Tests at Key Stage 2 for 1998 were in line with the national average but below that of similar schools. However, 1999 results show a significant improvement. In 1996 and 1997 standards were well above average. In general, boys do marginally better than girls but there is no obvious reason for this. In science, test results were similar to those achieved in mathematics, but not as good as those in English. Results of teacher assessment at the end of Key Stage 1 were better than the national expectation.
2. In work seen during the inspection, standards at Key Stage 1 are above those expected nationally for seven year olds. Pupils grow beans to work out the best conditions for growing plants and predict accurately what will happen when they put ice-cubes and jelly sweets next to a radiator. They know what 'magnetic' means and predict what will happen to various metals when placed next to a magnet. They set up good tests to help them understand push and pull forces. Pupils understand the principles of classification, as when Year 2 pupils showed that they knew to which groups various foods belonged. Standards of recording are very good. Pupils with special educational needs achieve a satisfactory level and are fully involved in all aspects of the work.
3. Attainment at Key Stage 2 shows standards above the national average. From work scrutiny, lesson observation and talking to pupils, it is evident that they know the structure of the circulatory system well and the functions of the heart, lungs, blood vessels and digestive system.

They explain well sources of light, the principles of sorting and mixing materials, habitats, food chains and gravity. Investigative work is carried out regularly and extremely competently. Pupils experiment to discover which materials keep water hot, what happens when salt and coffee are mixed with water, what they expect to see in ponds, whether plants need light and what materials they would need to make a successful parachute for a mouse. Pupils identify and construct series and parallel circuits and most draw accurate representations on paper. They have covered a great deal of work on the environment and attainment is above average because emphasis is put on scientific objectives during each topic. Attainment of pupils with special educational needs is satisfactory.

4. The majority of pupils make good progress throughout the school, particularly in their investigative skills. This is a marked improvement on the earlier report. Pupils are encouraged regularly to understand experimental procedures and to test their ideas; as a result, they understand clearly what constitutes a fair test and they generally make accurate predictions. By Year 6, they are able to make accurate estimates about the different volumes of solids dissolved in the same amount of liquid. Pupils also make good progress in acquiring scientific knowledge and there is a good scheme of work which builds progressively on skills and knowledge already developed. In the lessons seen and in the pupils' work, it is clear that they know what they are doing and they find tasks demanding but achievable. Teachers give regular help when there are misunderstandings and they usually take into account the needs of pupils with IEPs when they are planning lessons. Higher attaining pupils and those of average attainment also make good progress because work is usually matched to their prior attainment and they find the practical work interesting. Another factor making for good progress is the use which teachers make of the area around the school for environmental and wildlife studies.
5. Speaking and listening skills are well developed and pupils speak with interest about their understanding and experiments. When doing so they use accurate and relevant scientific terminology and are quite at ease with words such as 'germination', 'habitats', 'cell', 'circuit' and 'observational'. Standards of writing are good and the results of investigations are recorded in a clear, comprehensive and scientific manner. Pupils show good standards of numeracy when measuring temperature, volume, the length of beans and force meters. Pupils tabulate results as a matter of course. Currently, the use of information technology is undeveloped: software on the human body is available but there is an overall shortage. There is little evidence of control and monitoring.
6. Science makes a good contribution to pupils' spiritual and social development. Younger pupils are fascinated when they successfully activate a circuit by switching a motor using split pins and paperclips and they are intrigued to see if their parachutes designed for a mouse will work. Their studies in the local woods, soil experiments, animals and plants give them a deep appreciation of the wonders of the natural world. All pupils work particularly well collaboratively when working on experiments.
7. Pupils are interested in their work. They demonstrate a sharp scientific curiosity, such as when asking perceptive questions about forces and magnetism. They are attentive and use equipment and apparatus with care. They take part in class discussions, answering questions thoughtfully and knowledgeably. They work well together in groups, sharing and developing ideas as they study. They take care to record their observations accurately and neatly.
8. The quality of teaching overall is good. The management of the classroom and organisation of pupils are always very good. Teachers have good subject knowledge and use scientific language and concepts well to develop pupils' understanding. Good questioning ensures reinforcement of previous learning and extends the pupils' thinking. There are high expectations to which pupils respond readily. Pupils with special educational needs receive good support. In particular, there is more use of investigations than at the time of the first report. Teachers' planning is good at

both key stages and is regularly checked for progression through the National Curriculum Programmes of Study. There is a good scheme of work which also incorporate assessment objectives. A very well planned lesson was seen in Year 4 where pupils were discovering how switches can be used to control electrical devices. After a good, informative introduction, with clear instructions on how to work a circuit, the teacher used a good questioning technique to probe and clarify the objectives. This enabled the pupils to understand the concept of a circuit before carrying out the practical work. Time was used well and activities followed on smoothly. A scrutiny of pupils' work shows that teachers mark work regularly with helpful comments.

9. A hardworking co-ordinator leads the subject well. There is adequate provision of equipment, books and other resources which are managed effectively. Good progress has been made in both assessment and making resources more accessible. The subject has made significant improvements since the last inspection and is well placed to sustain them.

OTHER SUBJECTS OR COURSES

Information Technology

1. Pupils' attainment by the end of Key Stage 1 is in line with national expectations. However, by the end of Key Stage 2, pupils do not attain the standards expected of pupils of that age nationally. Higher attaining pupils in Year 2 explain how to start the computer, load a programme and save to disc. They use the mouse successfully to select and load a program and to manipulate images on the screen. They write text and explain how to use a simple data base. By the end of Key Stage 2, pupils have had insufficient experience of all the major areas of information technology. A small number of pupils, who have access to computers at home, readily explain how to load programs from a CD-ROM. They know how to use commercially available encyclopaedia programs successfully to look up information which they sometimes bring to school to support topic work. However pupils rarely use computers to support work in other areas of the curriculum, like history and geography. Computers are too few in number for teachers to successfully use them to develop work in data handling to support mathematics and science. Pupils interviewed were aware that the font, its colour, and its size can be changed, and they have used word processing programs to produce display material. Key Stage 2 pupils do not regularly use the Roamer, although they talk sensibly about how to program it and are aware of early activities like "Dart". In a school context, pupils had no knowledge of the range of publishing programmes appropriate for use in the lower juniors, and upper junior pupils were unaware of Logo and other appropriate upper junior activities. No evidence of use of the internet or e-mail was found during discussions with pupils.
2. Pupils' progress in Key Stage 1 is satisfactory and they have sufficient experience of computers. Part of this progress appears to rest on home knowledge and availability of computers. Progress in Key Stage 2 is unsatisfactory because pupils do not have sufficient experience of computer hardware and software, and IT skills are not systematically used across the curriculum. The school has good plans to increase the range of hardware, and sufficient funds to do so. The co-ordinator intends to strengthen the recently introduced scheme of work with a curriculum map detailing the progression of skills in IT across both key stages, and how this will be supported in different subjects through progression in the use of new software. Greater access to new machines, and a school scheme of work, including skills and experiences, is intended to raise attainment. The situation across the school is broadly similar for boys, girls, those learning English as a second language and for pupils with special educational needs.
3. Pupils' attitudes are good at both key stages. Pupils enjoy their work at computers. They pay attention and behave well. Pupils share equipment sensibly and are usually prepared to take turns, when working in pairs or small groups they help and support each other without the need

of intervention from the lass teacher.

4. Timetable constraints made it impossible to observe sufficient teaching during the inspection to enable separate key judgements to be made. However, evidence was gathered from a limited number of observations, discussion with the co-ordinator, the head teacher and with pupils during lessons. Teaching is satisfactory and sometimes good. Teachers have different levels of expertise, but all are enthusiastic and willing to try their best. The teaching seen was characterised by firm classroom control, a good knowledge of IT and constructive relationships with the pupils. Some of this good teaching was carried out by a parent helper using the class teacher's plans. In this case, good demonstrations of the skills required to manipulate a data base were given and the pupils involved had many opportunities to take turns at applying the techniques for themselves. Only three pupils at a time could be taught in this way, so whilst progress for those few was good, over time the progress made by the year group in this area was limited by the availability of hardware. The recently appointed subject co-ordinator is enthusiastic and has a very clear picture of the strengths and shortcomings of her subject. She has clear plans to address the weaknesses inherent in her subject, but the success, or otherwise, of her plans will depend largely upon the strategic decisions taken by the school to support I.T.

Art

1. Too few lessons were observed during the inspection to allow separate key stage judgements to be made. However, evidence was gained from a survey of pupils' work and displays, teachers' planning and records and discussions with staff and pupils which enable general comments to be made. The standards of pupils' work shows a balance of strengths and weaknesses and they progress satisfactorily.
2. Pupils in Year 1 mix colours well in a number of shades; they have experience of crayons and a range of other materials. They observe carefully and produce satisfactory work, such as their pictures in the style of Mondrian. At Key Stage 2 pupils make sound progress in developing knowledge and understanding of art and artists, and their own skills. They produce some particularly good portraits and still life work. Colour mixing continues to be practised effectively and sketching and observational skills developed satisfactorily. Good work is often produced when there is a clear link with other subjects, as when pupils produce some real life pictures in the style of artists of World War 2. Weaknesses in progress are related mainly to previous shortages of resources, including sketch books. Also, the absence of a scheme of work has made it difficult for teachers to achieve a suitable balance between the teaching of skills on the one hand and techniques and opportunities for pupils to explore the various media which make up the subject.
3. Pupils have good attitudes to their work and greatly enjoy it. They pay close attention to explanations and follow instructions carefully. They work hard, relate well to each other and are appreciative of their teachers' guidance. This sensitive and encouraging support from teachers makes pupils confident about asking and answering questions, enabling them to improve their work. They take responsibility for setting up and clearing away activities. Their appreciation of art from their own and other cultures, and the thought they put in to their work, contribute well to spiritual, moral, social and cultural development. Likewise do the displays throughout the school: they contribute to the ethos and climate and to pupils' spiritual and moral well being.
4. The quality of teaching is good. Strengths include appropriately high expectations of pupils' abilities and clear guidance as to skills. For example, to use paint with other media so as to create specific effects and make observational sketches with regard to perspective. Time is used satisfactorily and resources are prepared well: they support the learning focus successfully. Lessons are motivating and tasks are challenging. As a result, pupils are occupied purposefully and behaviour is good. Currently, however, there are weaknesses in assessment arrangements.

Literacy skills are nourished soundly in art through writing captions, descriptive writing which pupils represent in art form and researching information. Numeracy skills too, are fostered soundly by using symmetry, perspective and three-dimensional modelling.

5. The newly appointed co-ordinator has reviewed the subject policy and is planning to develop the scheme of work. Standards of teaching and progress have been maintained since the last inspection and improvements have been made in the use of the work of well known artists, the development of information technology and an extension of the range of resources. As a result, there is a satisfactory foundation for future improvement.

Design and Technology

1. As at the previous inspection, no lessons were observed and judgements cannot be made about the quality of teaching. However, discussions with pupils and teachers, evidence from planning and examples of pupils' work allow general comments to be made.
2. The earlier report noted little guidance given to teachers and the absence of a scheme of work. Since then, the school has developed a scheme of work and relevant Programmes of Study are now being followed.
3. Key Stage 1 pupils work competently to make houses from wood, card, glue, sponge and paint. They use hacksaws well. They pay good attention to the shape needed and experiment well with different joins. Year 2 pupils also make interesting cocktail sandwiches, having produced some interesting designs.
4. At Key Stage 2, pupils design and make interesting sunglasses using pipe-cleaners and perspex. Younger pupils design a Jack-in-the-Box using wood and a glue gun before designing and making small models of Anderson Shelters when studying the Second World War in Year 5. Overall, pupils make satisfactory progress in developing construction skills. Most understand something about the need to pay attention to both fitness for purpose and aesthetic quality. Satisfactory progress is also made in the important skills of choosing, cutting and shaping materials, as well as increasing their awareness of the importance of measurement.
5. Pupils indicate that they enjoy their studies and think a lot about their models. They show an awareness of the need for care and a regard for safety and they enjoy working in groups.
6. A new co-ordinator has been appointed to lead the subject which features in next year's school development plan. Generally, resources are satisfactory but the co-ordinator is in the process of improving their accessibility. Currently, there is a shortage of electronic equipment such as batteries, wires and buzzers. Next year, older pupils will require experience in computer control and the co-ordinator accepts that teachers will need both in-service training and better resources. She also accepts the need to develop more formal procedures for assessment. It now remains for the subject to build on the scheme of work through better resourcing and more in-service training. This will go a long way towards consolidating future improvement in the subject.

Geography

1. Pupils show a balance of strengths and weaknesses and this represents an improvement since the last inspection when standards were judged unsatisfactory. Pupils make satisfactory progress as they move through the school. In Years 1 and 2, pupils draw plans of routes of their journeys to school and recognise points for direction in simple form. Most have an understanding of geography wider than the locality and through their studies they find out about the Hebrides. They talk about environmental issues and how they can improve the school. They develop a good sense of place when they plot the major towns and cities of Britain. At Key

Stage 2, pupils study their own locality further and organise surveys; however, they do not fully develop inquiry skills to recognise and describe how human and physical processes can change the environment. Their knowledge of location, field work and observational skills are sound.

2. Factors making for good progress include teaching which helps attainment as a result of interesting and well planned lessons, combined with local visits. There is also sufficient time to study the subject and good curricular links with other subjects. Factors making for unsatisfactory progress include the absence until recently of a scheme of work which has made it difficult to translate good geographical theory into consistent classroom practice. For example, work in geographical skills, themes and places has not been developed systematically from Key Stage 1. As a result, pupils have not always used their early skills and knowledge, such as observation and geographical facts, to attempt more demanding tasks as they move through the school. Similarly, arrangements for assessing pupils' work is limited and assessment does not inform planning. Progress for those pupils with special educational needs is satisfactory, especially when additional adult support ensures understanding is secure.
3. The subject makes a satisfactory contribution to literacy, for example, when pupils develop geographical vocabulary and the story book used in the literacy hour is linked specifically to their study of the Hebrides. Pupils' learning about other countries, including some in Europe, add to their understanding of different world cultures. Computers enable them to research databases to extract information. Transport, weather surveys and map work make a good contribution to the development of numeracy skills and Year 6 pupils use six figure grid references to find features on Ordnance Survey maps.
4. Discussions with pupils and an examination of their work show that they have a sense of curiosity about where they live and other places and enjoy finding out about them. Pupils are interested and well motivated; when encouraged to think about the issues, they respond well. The quality of written work is generally good. The quality of teaching is satisfactory. Features of good lessons include the combining of good knowledge and understanding of the subject with the provision of suitable resources. Correct vocabulary is introduced and its use is reinforced well. Additional learning support for pupils with special educational needs is planned carefully so that their progress is maintained. Unsatisfactory features of teaching relate mainly to a lack of pace which results in some pupils losing interest.
5. The co-ordinator has returned to the school recently to take responsibility for the subject after a lengthy secondment. The earlier report indicated that standards were unsatisfactory and recommended that improvements to the subject should be made a priority. Since then, the school has adopted both a policy and an appropriate scheme of work. It has also changed arrangements to improve the effectiveness of the teaching of the subject. Overall, the quality of the improvement has been satisfactory and there is no reason why this should not be sustained.

History

1. No lessons were seen during the inspection to enable separate judgements to be made about the quality of teaching. However, evidence from a survey of pupils' work, displays, teachers' planning and records and discussions with both staff and pupils make some general judgements possible.
2. Pupils make satisfactory progress in the development of historical knowledge and skills as they move through the school. They develop a satisfactory sense of chronology by producing family trees and looking at life in grandmother's time before producing more detailed timelines of the Romans in Britain. Similarly, they have a satisfactory understanding of change over time. Younger pupils at Key Stage 1 discover what people did and did not have in their homes in 1949 and 1967. Most pupils have a sound grasp of how historians gain evidence: pupils in Year 4 use artefact inquiry sheets to find out more about the Anglo-Saxons from archaeology. Later

they draw conclusions from ration books from the early 1940's. Pupils at both key stages have satisfactory historical knowledge; younger pupils learn about Stephenson and St. David and older pupils show a good understanding of Egyptians, Romans, Anglo-Saxons, Vikings and the Second World War.

3. Pupils' progress, including those with special educational needs, is helped by a number of factors. A good scheme of work support teachers and well planned visits to the local area and places of interest also stimulate curiosity and progress. Teachers try hard to make history relevant and pictures and stories are used effectively. The subject makes a satisfactory contribution to literacy, with some good examples of extended writing, as in how to survive a bomb blast or plaintive letters from evacuees to their mothers. However, contributions to numeracy and information technology development are much more limited.
4. A study of pupils' work and discussions with them indicate positive attitudes to the subject. They like to become involved with historical questions, such as finding out from older people about life during the war, or what the Romans ate. They ask interesting questions and enjoy finding out about the past when, for example, they visit Bignor Villa and produce tile rubbings.
5. The subject co-ordinator has organised an effective scheme of work and resources are satisfactory. History makes a positive contribution to pupils' spiritual development by causing them to reflect on the past. It also introduces pupils to their national heritage and that of the classical world; it therefore contributes well to cultural provision. The subject has improved since the earlier inspection report as schemes of work now allow for a more balanced coverage of Programmes of Study and teachers have clear guidance over both topics and methods.

Music

1. Progress in music at both key stages is good and the standards reported at the previous inspection have been maintained.
2. Pupils are good singers. From the youngest to the oldest, they sing confidently a wide range of songs from their own and other cultures. They sing effectively in two part rounds with good phrasing and tone. Their repertoire and skills are nurtured systematically through well planned lessons and other opportunities. All pupils take part in church services and perform in concerts at Christmas and in the summer term. They also enjoy regular singing in assemblies. Most show good understanding of the musical elements of tempo, dynamics, duration, timbre and texture. In class lessons, pupils practise and improve skills of composing and performing, listening and appraising. All age groups follow the conductor's signals accurately and evaluate and make suggestions for improving their work. Many pupils take advantage of the valuable opportunities offered by the school to learn to play a musical instrument and a high proportion of pupils are learning. Parents attend their lessons with the visiting teachers and their support helps the children to achieve a good standard. The standard of playing is helped because children are encouraged to play their instruments in class lessons, in assemblies and in regular performances. There are four recorder clubs, school choirs and visits to concerts. Pupils in the choirs sing regularly for local people, including senior citizens.
3. Many positive factors influence the good progress made by pupils of all levels of attainment across the school. Firstly, pupils are advantaged by the high level of expertise of the specialist teacher. Secondly, the subject is well co-ordinated: there is a good scheme of work which covers the major areas of the National Curriculum and also introduces music from other parts of the world. The scheme is particularly helpful to non-specialist teachers with advice about curriculum content and delivery. Thirdly, the rich musical ethos of the school motivates pupils who aspire to achieve high standards. Finally, the generous extra-curricular activities help pupils to make good progress in music.

4. Pupils have very positive attitudes to music. In class lessons they concentrate well and work hard in response to their teacher's good provision. They work well together in mixed groups as they practise and improve their compositions. They are good, respectful and evaluative listeners. Their joint musical efforts of singing and playing a variety of musical instruments contribute strongly to the good community spirit. Many pupils enthusiastically take their skills to the wider community when they entertain the elderly and participate in church services.
5. The quality of teaching is very good. Music is taught by a part-time specialist teacher who is also the subject co-ordinator. There is a good variety of activities in lessons with a clear focus on a defined learning objective. The teacher uses her voice well and is firm in her insistence on correct posture, effective breathing and clear diction. Musical vocabulary is used as a matter of course and correct playing techniques are taught carefully. Whenever possible, the music chosen is linked to class topic work. Currently, however, the expertise of the music co-ordinator is not being used fully to support other, less confident, members of staff. Assessment of pupils' attainment is regular and helpful; it informs planning by helping them with individual practise to make sure that they acquire the necessary skills. English skills are extended in singing lessons by raising pupils' awareness of the importance of diction and through the wide range of poetic material used in songs and as the stimulus for composing. Numeracy skills, too, are put to good use in counting beats and in using complex rhythms. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through cheerful choral singing and the celebration of festivals in song and music. Pupils also learn about a range of composers and music from other cultures.
6. Resources for making music are good and all available instruments are used regularly. Accommodation is very good: there is a special room for music which is also used for the storage of instruments.

Physical Education

1. At the time of the last inspection the pupils in the school were found to be achieving satisfactory standards. This remains largely the case. Pupils at both key stages make sound progress and those with special educational needs are fully included in lessons. As a result their progress is also satisfactory. The curriculum has been developed well and planning has achieved an effective balance between dance, gymnastics, games and swimming. All are well covered. At the time of the inspection, the focus was mainly on gymnastics, although pupils did go swimming at the Leisure Centre.
2. At Key Stage 1, pupils perform a variety of movements and sequences with a reasonable degree of balance and some awareness of space. At both key stages, pupils move with sound standards of control and co-ordination when carrying out floor exercises. At Key Stage 2, pupils show satisfactory skills of passing and controlling in netball. Standards are helped by extra-curricular activities such as football, netball, cross country running and dance. There is evidence that game skills improve as a result because of the teaching which explains both skills and tactics well. Pupils' own positive attitudes also play their part in helping them to improve.
3. Factors making for good progress are mainly associated with effective teaching. The good level of expertise was reflected particularly well in a gymnastics lesson at Key Stage 1 when pupils were improving their jumping and skipping skills. The teacher gave clear instructions and used resources well. In one or two other lessons, however, the pace and variety of activities was less evident. In the more effective lessons, routines are made clear, positive interventions maintain discipline and help pupils improve their skills. Lessons move at a good pace: pupils change quickly and are kept busy. Activities are changed snappily. Slower progress is associated with lessons that lack pace and where teachers' occasional lack of confidence and expertise is made more noticeable by uncertain control. Also, pupils do not, as a rule, regularly evaluate both their own and others' performance in a routine way or suggest improvements.

4. Pupils respond enthusiastically to the tasks set and work well individually, in pairs, groups and teams. They listen carefully to instructions and carry them out willingly and sensibly. Behaviour in the lessons and during changing is good. Pupils walk sensibly to the hall or playground and work carefully with an awareness of the safety of others.
5. Physical education makes a sound contribution to pupils' moral, social and cultural development. Co-operation and the need to help others are emphasised and pupils often work in mixed gender groups. They put apparatus and equipment away quickly and do their best in teams. The curriculum has benefited from a detailed scheme of work and this provides a good support for teachers in lesson planning. The co-ordinator provides good leadership and the subject has improved since the earlier inspection. There are sound facilities in the hall, playground and field to enable the subject to be taught effectively.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

1. The team consisted of five inspectors, including a lay inspector, who spent a total of nineteen inspector days in school. The inspection team:
 - spent 55 hours observing 57 lessons and reviewing pupils' work;
 - attended a sample of registration sessions attended assemblies and a range of extra-curricular activities;
 - observed pupils' arrival at and departure from school. Also breaks and lunch-time routines;
 - observed all teachers at least once and most several times;
 - had discussions with the Headteacher, teaching and non-teaching staff, the Chairman of Governors and other governors;
 - reviewed all the available written work of a representative sample of three pupils from each year group ;
 - held informal discussions with many pupils;
 - analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - the school prospectus;
 - school policies;
 - the Governors' Annual Report to Parents;
 - minutes of governors' meetings;
 - financial statements;
 - the School Development Plan
 - subject policies and planning;
 - pupils' reports and records, including special educational needs records

Held a meeting attended by 53 parents and considered 97 responses from parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y7	299	4	24	15

Teachers and classes

Qualified teachers (YR - Y7)

Total number of qualified teachers (full-time equivalent)	12
Number of pupils per qualified teacher	23.92 : 1

Education support staff (YR - Y7)

Total number of education support staff	8
Total aggregate hours worked each week	114.0

Average class size:

27.2

Financial data

Financial year:	1999
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	£
Total Income	474303
Total Expenditure	440116
Expenditure per pupil	1471.96
Balance brought forward from previous year	8079
Balance carried forward to next year	42266

PARENTAL SURVEY

Number of questionnaires sent out:
 Number of questionnaires returned:

299
97

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	28.9	55.7	10.3	5.2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	33.0	50.5	6.2	8.2	2.1
The school handles complaints from parents well	9.3	40.2	37.1	10.3	3.1
The school gives me a clear understanding of what is taught	19.6	60.8	12.4	6.2	1.0
The school keeps me well informed about my child(ren)'s progress	19.6	52.6	11.3	13.4	3.1
The school enables my child(ren) to achieve a good standard of work	16.5	58.8	13.4	10.3	1.0
The school encourages children to get involved in more than just their daily lessons	17.5	46.4	27.8	8.2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	13.4	56.7	16.5	9.3	4.1
The school's values and attitudes have a positive effect on my child(ren)	39.2	46.4	8.2	6.2	0
The school achieves high standards of good behaviour	36.1	49.5	6.2	6.2	2.1
My child(ren) like(s) school	43.3	43.3	9.3	4.1	0