

INSPECTION REPORT

CHANTRY COMMUNITY PRIMARY SCHOOL

Bexhill on Sea

LEA area: East Sussex

Unique reference number: 114427

Headteacher: Mrs. J. Smithson

Reporting inspector: Mike Capper
23239

Dates of inspection: July 2nd – 5th 2001

Inspection number: 191272

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 – 10

Gender of pupils: Mixed

School address: Barrack Road,
Bexhill on Sea
East Sussex

Postcode: TN40 2 AT

Telephone number: 01424 211696

Fax number: 01424 211696

Appropriate authority: The Governing Body

Name of chair of governors: Mrs R. Kohler

Date of previous inspection: December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23239	Mike Capper	Registered inspector	English Information and communication technology Religious Education Foundation Stage Equal opportunities	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
1112	Peter Oldfield	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
30717	Gordon Tompsett	Team Inspector	Mathematics Geography History Physical Education	How good are curricular opportunities?
23609	Alison Cartlidge	Team inspector	Science Art and design Design and Technology Music Special Educational Needs	How well are pupils taught?

The inspection contractor was:
Barron Educational Company Limited,
Hendre,
Loudwater Lane,
Rickmansworth,
Hertfordshire.
WD3 4AN

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The Registrar
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 Alexandra House
 33 Kingsway
 London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chantry Community Primary School is located in Bexhill on Sea, in East Sussex. Pupils are admitted between the ages of 4 and 10, and most come from the immediate locality. There are 184 pupils on roll, and they are taught in six single age classes. Pupils come from a range of social backgrounds, with an average number of pupils eligible for free school meals. There are 36 pupils on the special educational needs register, most of whom have learning difficulties. This is slightly above the national average. Four pupils have statements of special educational need, which is a higher percentage than normally found in a primary school. Test results show that pupils' attainment on entering the school is broadly average. It was above average at the time of the last inspection. There is one pupil with English as an additional language.

Shortly after the last inspection, the school began the change from being an infant school with two or three classes for each year group into an infant and junior school with one class for each year group. The school will have its first Year 6 class in September 2001. The present headteacher was appointed in April 1999.

HOW GOOD THE SCHOOL IS

This is a good school that has established itself at the heart of the local community. Teaching is good. Pupils are supported well in their learning, and they develop good personal skills. The school is very well led and members of staff work hard to support each other. The school provides good value for money.

What the school does well

- Pupils achieve very good standards by the end of Year 5 in information and communication technology, and good standards in English, science, art and design, geography and music.
- The quality of teaching is good and helps pupils to achieve well.
- The headteacher has a very clear, shared vision for the future of the school that is based on an excellent understanding of how the school can develop further.
- The monitoring of teaching and learning by the headteacher, subject co-ordinators and governors is excellent.
- Pupils like school and behave well in lessons and at playtimes.
- Parents are kept well informed and are very supportive of the school's work.

What could be improved

- There could be more opportunity for pupils to apply their good knowledge and understanding to challenging practical and problem-solving activities, particularly in mathematics and science.
- Older pupils could be given more opportunities to work independently and take responsibility for their own learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in 1996. The change from an infant school to a junior and infant school has been managed very effectively. This change in the characteristics of the school means that it is not possible to make a direct comparison between standards now and at the time of the last inspection. The headteacher has maintained the caring ethos and has successfully addressed weaknesses identified in the last inspection report. The quality of teaching has improved, and pupils continue to develop positive attitudes to learning. The teamwork and shared sense of purpose that are apparent throughout the school mean that the school is in a very strong position to improve further in the future.

STANDARDS

The table shows the standards achieved by 7 year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	B	A	A	A	well above average A above average B average C below average D well below average E
writing	A	C	B	B	
mathematics	A	C	C	C	

Throughout the school, pupils achieve well and make good progress in relation to their prior attainment. Overall, children achieve good standards in their first year in school. They are on target to exceed expectations for their age in mathematics, knowledge and understanding of the world and physical and creative development. In communication, language and literacy, children have good reading and speaking skills, but their writing and listening skills are less well developed. Standards are satisfactory in personal, social and emotional development. Whilst most children develop good personal and social skills, a few children are not on target to achieve any of the early learning goals by the end of the year because of their special educational needs.

By the end of Year 2, pupils' attainment is above average in reading, and average in writing, mathematics and science. National Curriculum test results vary significantly from year to year because of the comparatively small number of pupils in each year group and the variations in the number of pupils with special educational needs. This has affected test results in 2001, which are slightly lower than the year before. They show that, as in 2000, nearly all pupils achieved the expected level (Level 2), but again fewer pupils than average achieved the higher level (Level 3) in writing and mathematics.

By the end of Year 5, pupils' attainment is above average in English and science, and average in mathematics. Although there is no national comparative test data for pupils at the end of Year 5, tests show that some pupils are already achieving the standards expected for pupils by the end of Year 6. In both mathematics and science, the weakest part of pupils' attainment is their ability to use and apply their mathematical and scientific knowledge to practical situations. This applies to some pupils in both key stages.

Pupils achieve very good standards in information and communication technology by the end of Year 2 and Year 5. Standards are good in art and design, geography and music. Standards are satisfactory in religious education, physical education, history, and design and technology.

The school makes appropriate use of test data to help set targets for individual pupils and to predict their likely test results at the end of Years 2 and 6. These are realistically challenging and are based on a good knowledge of the differing capabilities of various year groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are well motivated and work hard in lessons.
Behaviour, in and out of classrooms	Good. Pupils behave sensibly and have a good understanding of the school's rules.
Personal development and relationships	Satisfactory overall. Relationships are good, and pupils get along together well. There are many good features to pupils' personal development, but older pupils are not given enough opportunities to show initiative and independence in lessons.

Attendance	Satisfactory. Attendance rates are in line with national averages.
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TEACHING AND LEARNING

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

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

The quality of teaching is good overall throughout the school. Teaching is never less than satisfactory. It is good in 72 per cent of lessons and very good in 4 per cent of lessons.

Members of staff have a good knowledge of the subjects they teach, including the areas of learning for children in the reception year, and they pass this knowledge and subject-specific vocabulary on to the pupils effectively. Teachers prepare well for lessons and their thorough planning means that little time is wasted at the start of lessons. A pleasant but firm approach to behaviour management is effective in enabling pupils to learn well, and teachers use praise effectively. Pupils are successfully encouraged to work quickly and sensibly, enabling them to develop knowledge at a good rate. Teachers use probing questions effectively to extend pupils' knowledge and understanding.

Literacy and numeracy are taught effectively, and pupils are encouraged to use these skills in support of other subjects, particularly in Years 3, 4 and 5. However, the work provided for higher attaining pupils does not always give sufficient challenge, particularly in developing their independence and use of initiative. The quality of marking is variable, and does not always show pupils what they need to learn next.

The teaching of pupils with special educational needs is good. Well-trained and experienced learning support assistants make a good contribution by supporting individuals and groups of pupils during lessons, enabling them to take a full part in activities and helping them to make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is rich and varied and learning is made relevant to the pupils' needs.
Provision for pupils with special educational needs	Good. Pupils make good progress. Individual education plans are thorough and provide good detail about what pupils need to learn next.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Assemblies play an important part in setting the direction for pupils' personal development. They are used well to celebrate achievements and to develop spiritual, moral and social awareness. Pupils have many opportunities to learn about cultures other than their own.
How well the school cares for its pupils	Good. Pupils are very well cared for. There are very good child protection procedures and a very good awareness of health and safety issues. Effective assessment procedures help teachers meet the need of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	Very good. There is a very clear, shared vision for the future of the school that is based on an excellent understanding of how the school

headteacher and other key staff	can develop further. There is a very good pace to change in the school, and this has been achieved whilst also significantly raising the morale of teaching staff.
How well the governors fulfil their responsibilities	Good. The headteacher and governors have developed the school's long-term planning, with governors now taking a very active role in deciding priorities for the future.
The school's evaluation of its performance	Excellent. The headteacher has established a climate where the monitoring and evaluation of teachers is accepted as an everyday part of life. Teaching and learning are rigorously monitored. The information gained from this is used successfully to set individual targets for improvement, to acknowledge strengths in teaching, and to identify priorities for personal and professional development.
The strategic use of resources	Very good. Financial planning is very thorough, with spending clearly targeted on raising standards.

The school has needed to plan carefully how its budget is used because each year there has been the necessity to purchase resources for a new year group. This has been managed very effectively. The school applies the principles of 'best value' to its work by ensuring that spending is used effectively to raise standards and improve pupils' learning.

The school is staffed with a good number of teachers and support staff. Resources and accommodation are satisfactory. The governing body has worked tirelessly to improve the quality of accommodation, taking particular account of the requirement to meet the needs of older pupils. The building is well maintained, and attractive displays help to make the school welcoming for pupils. Weaknesses in accommodation such as the small playground do not have an impact on learning because of the good strategies that have been devised to cope with the problems.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school. • The school is well led and has improved over the last two years. • Pupils are expected to work hard. • The teaching is good. 	<ul style="list-style-type: none"> • More extra-curricular activities.

The school has good links with parents, and the inspection team agrees with their positive comments. Inspection findings are that the school provides a very good range of extra-curricular activities for pupils in Years 3, 4 and 5.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The changes in the characteristics of the school mean it is not possible to compare pupils' attainment now with attainment at the time of the last inspection. Nevertheless, inspection findings show that pupils continue to make good progress throughout the school, and they achieve well in relation to their prior attainment.
2. Children's attainment on starting school in the reception class is broadly average. This is confirmed by a variety of teacher assessments made in the children's first few weeks in school. Overall, children achieve good standards in their first year in school. They are on target to exceed expectations for their age in mathematics, knowledge and understanding of the world and physical and creative development. In communication, language and literacy, children have good reading skills, but their writing and listening skills are less well developed, with few children on target to exceed the expectations of these early learning goals by the end of the year. Standards are satisfactory in personal, social and emotional development. Whilst most children develop good personal and social skills, a number of children are not on target to achieve any of the early learning goals by the end of the year because of their special educational needs.
3. By the end of Year 2, pupils' attainment is above average in reading and average in writing, mathematics and science. National Curriculum test results vary significantly from year to year because of the size of the cohort and the variations in the number of pupils with special educational needs in each year group. Test results in 2000 were well above average in reading, above average in writing and average in mathematics when compared with all schools and similar schools. In writing and mathematics, the number of pupils achieving the expected level (Level 2) was very high, with all pupils achieving this level. However, a below average number of pupils achieved the higher level (Level 3) in both subjects. Inspection findings show that there is a similar pattern of attainment in the current Year 2, with test results in 2001 showing that most pupils achieved Level 2, but again a lower than average number achieved Level 3.
4. By the end of Year 5, pupils' attainment is above average in English and science and average in mathematics. Although there are no national comparative test data for pupils at the end of Year 5, tests show that some pupils are already achieving the standards expected for pupils by the end of Year 6. Most pupils are on target to achieve the expected standards in a year's time, with a significant number of pupils on target to achieve the higher level (Level 5).
5. Pupils who have been identified as having special educational needs receive effective support from learning support assistants and make good progress. They are given detailed individual education plans, which ensure that they are challenged in lessons at a level appropriate to their prior attainment.
6. There is no significant difference in the attainment of boys or girls in mathematics or science. However, girls achieve significantly higher standards than boys do in writing, particularly in Key Stage 1. The school has identified the need to make writing more purposeful for boys, especially in Key Stage 1, so that they become more confident about using their skills.
7. Standards of literacy are good overall in both key stages. Pupils become confident readers, with pupils having well-developed research skills by the end of Year 5. Speaking and listening skills are good throughout the school. Pupils make the best progress in writing in Key Stage 2, where writing is made more purposeful. In Key Stage 1, pupils develop a good knowledge of the basic skills of writing. In Key Stage 2, pupils begin to write more confidently for a wide range of topics. Pupils in Years 4 and 5 write good quality stories, poems, reports and descriptions.

8. In both numeracy and science, the weakest part of pupils' attainment is their ability to use and apply their mathematical and scientific knowledge to practical situations. This applies to pupils in both key stages. Pupils have a good knowledge of number and a good understanding of scientific concepts. However, teachers do not give them enough opportunity to apply these skills to problem solving and investigative activities. This has the greatest impact on the learning of higher attaining pupils.
9. Pupils achieve well above average standards in information and communication technology (ICT) by the end of Year 2 and Year 5. Pupils have very good computing skills and they are able to apply these successfully to a range of practical situations. The use of spreadsheets and data handling by older pupils is outstanding. They produce graphs and understand how computers can be used to present information in different ways. Pupils have a very good knowledge of the many applications of ICT and understand that it involves more than just working on the computer. Throughout the school, pupils use e-mail as an everyday form of communication.
10. By the end of Year 2 and Year 5, pupils achieve good standards in art and design, geography and music. Pupils' attainment is satisfactory in religious education, physical education, history, and design and technology.
11. The school has sound procedures for identifying gifted and talented pupils, and they are encouraged to extend their skills appropriately. This is most evident in creative subjects, such as art and design and music, where some pupils show outstanding skills and produce work of a very high quality.
12. The school makes appropriate use of test data to help set targets for individual pupils and to predict their likely test results at the end of Years 2 and 6. These are realistically challenging and are based on a good knowledge of the differing capabilities of various year groups.

Pupils' attitudes, values and personal development

13. The positive attitudes of pupils and their respect for others' feelings, values and beliefs are a strength of the school's work. This is similar to the findings of the last inspection, and the school continues to be a friendly place for pupils to learn. The willingness to learn that is evident in all classes and the caring family atmosphere that has been established by the headteacher and members of staff make a good contribution to pupils' learning.
14. Most children have sound personal and social skills when they start school, although a small number of children have less well developed skills. Children in the reception year generally behave well and develop good attitudes to their work. They settle well into school life and most become happy and confident. Children are enthusiastic about their schoolwork, try hard in activities, and learn to co-operate with each other. They are given many opportunities to make choices about what work they are going to do. They do this sensibly and concentrate well on whatever they have chosen. When working outside, they do so sensibly, using apparatus safely and sharing when required. Children show respect for property, as well as care and concern for each other. They develop a good understanding of the difference between right and wrong. Children have good relationships with adults in the class. However, a number of children with special educational needs have poor listening skills, which can have a detrimental effect on learning as other children copy them and call out to ensure that their contributions are heard.
15. Pupils in all years have good attitudes to school and this has a positive impact on their learning. Pupils are keen to come to school, and enjoy the interesting activities at lunchtimes and in lessons. Teachers and classroom assistants are quick to praise. This encourages pupils to respond well to the work they are given. Pupils' positive attitudes are demonstrated by their willingness to undertake monitor duties around school. They are pleased to explain to visitors what they are doing in lessons. The school site, with its stairs and corridors, could so easily pose problems, but pupils move calmly and sensibly around school, showing very good levels of co-operation.

16. Behaviour is good in classrooms and on the playground. Pupils sensibly wait their turn to play football because the different year groups have allocated times at lunchtimes and the very small area does not allow for large-scale football matches. Pupils are kind to each other and know the school's expectations of good behaviour. They explain clearly why the school has 'Golden Rules'. There have been no recent exclusions from the school. Lunchtimes are pleasant social occasions where pupils chat together. Pupils are well supervised by experienced and kindly midday staff. Parents are very satisfied with the behaviour of their children and, responding to a concern raised by a parent, the inspection team found no evidence of unkind behaviour to any pupil from others.
17. Personal development is well monitored. Teachers know the pupils very well and give them appropriate opportunities to take responsibility for aspects of classroom routine. However, some aspects of pupils' personal development are less secure. Older pupils do not get many opportunities to develop acceptance of responsibilities, there being no school council or similar high level challenges. In classes, teachers and classroom assistants give close support, but opportunities for pupils to develop their own learning and show initiative in lessons are not readily given. Personal development is therefore an area for further development.
18. The good relationships that exist between pupils and their teachers help to make the school a happy place. All adults are helpful and friendly, with the result that pupils enjoy talking to adults and to visitors. This was very noticeable during the inspection. Pupils read regularly to visitors to school. These 'reading partners' include parents, classroom assistants and members of the local community. Pupils value these contacts and are polite and courteous. In assemblies, pupils respond well to prayers and listen carefully to pupils who are playing music and singing songs. In the week of inspection, an assembly led by the headteacher gave clear moral guidance, to which the pupils listened very well. There is a strong caring ethos within the school, and pupils from different backgrounds play together happily. Pupils work happily together in lessons, supporting each other with help and advice when necessary. Pupils with special educational needs are well integrated and given good support by their classmates.
19. Pupils' attendance is satisfactory, with attendance rates broadly in line with national averages. There is very little unauthorised absence and most pupils arrive punctually for the start of each school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching is good overall throughout the school. There is more good teaching than at the time of the last inspection, and teaching is now never less than satisfactory. Teaching is good in 72 per cent of lessons and very good in 4 per cent.
21. Members of staff have a good knowledge of the subjects they teach, including the areas of learning for children in the reception year, and they pass this knowledge on to the pupils effectively, with correct use of subject specific vocabulary. Good use is made of particular subject expertise in art and design in Years 1 and 2 and in music in Years 3, 4 and 5. As at the time of the last inspection, the teaching of pupils with special educational needs is good. Well-trained and experienced learning support assistants make a good contribution to supporting individuals and groups of pupils during lessons, enabling them to take a full part in activities and helping them to make good progress.
22. As at the time of the last inspection, the quality of teaching of children in the reception year is good. The teacher is kind and patient, and carefully prepares a wide range of interesting practical activities appropriate to the children's needs. These activities are effective in helping children to learn quickly at the same time as having fun. She is well organised and has high expectations of children's independence. Children respond well by concentrating on tasks and co-operating with each other when not supported by an adult. Literacy and numeracy skills are taught effectively through fun activities, such as the role-play shop, although the teaching of reading is more effective than the teaching of writing. There are plenty of opportunities for children to explore the world around them. For example, children

enjoy finding out about light and dark when playing in the 'cave'. The teacher has a clear understanding of what children are expected to learn in each lesson, and uses her knowledge of what children can already do effectively when planning activities. However, written planning does not always show this clearly.

23. In the rest of the school, teachers prepare well for lessons and their thorough planning means that little time is wasted at the start of lessons. A pleasant but firm approach to behaviour management is effective in enabling pupils to learn well, and teachers use praise effectively. Behaviour management was an area of weakness at the time of the last inspection. Pupils are now successfully encouraged to work quickly and sensibly, enabling them to develop knowledge at a good rate. Teachers use probing questions effectively to extend pupils' knowledge and understanding. Clear explanations of tasks help pupils to get on with their work without fuss and to focus on their work. Literacy and numeracy are taught effectively, and pupils are encouraged to use these skills in support of other subjects, particularly in Years 3, 4 and 5. However, teachers do not always expect enough from higher attaining pupils, and the work provided does not always give them sufficient challenge, particularly in developing their independence and use of initiative. For example, teachers in Years 1 and 2 do not provide enough opportunities for higher attaining pupils to improve their writing skills because pupils are often given a simple worksheet to record their findings. In Years 3, 4 and 5, lessons are sometimes dominated too much by the teachers. For example, pupils are given insufficient opportunity to devise their own investigations in science and select their own methods of recording findings. The quality of marking is variable and does not always show pupils what they need to learn next.
24. Most parents are pleased with the quality of teaching and believe that pupils are expected to work hard. Some parents are not happy with the amount of homework for older pupils. Inspection findings are that pupils are given an appropriate amount of homework, although this is not consistent from week to week.

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

25. The overall quality and range of learning opportunities has improved significantly since the last inspection and is now good. This is because of the careful thought that has gone into the planning of the curriculum and the use of nationally recommended schemes of work, combined with school written schemes that cover all subject areas. The school has carefully considered how to ensure that topics in subjects such as history and geography are taught in sufficient detail. The practice of having 'focus' weeks is very effective in helping pupils to acquire new skills and knowledge at a good rate in these subjects. This was seen to good effect in Year 2 where there was more than one geography lesson during the week of inspection. This detailed study of a topic helped pupils to develop a good knowledge of St Lucia over the time of the inspection.
26. All subjects meet statutory requirements and there are effective strategies for the teaching of literacy and numeracy. They are having a positive impact on teaching and learning in mathematics and particularly in literacy.
27. The curriculum for children in the reception class is good. It is very carefully planned and takes full account of the needs of all pupils. Planning is based on the nationally recommended 'Early Learning Goals' and, where appropriate, the expectations of the National Curriculum. A good balance is achieved between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace.
28. The breadth and balance of the delivery of the whole curriculum is good, and it includes many additional opportunities, with visits, visitors and theme weeks that greatly enhance and enrich the provision. For example, pupils produced art work of a very high quality following a week of art-based activities. The time allocated to individual subjects is appropriate, which was not the case at the time of the last inspection. Long and medium term plans are made for all subjects, giving a clear indication of what is being taught. The skills that are taught in

literacy and numeracy are used effectively in other areas of the curriculum, with many well planned cross-curricular links.

29. Provision for personal, social, and health education is good. It is taught through specific lessons and across the wider curriculum. The impact of this policy is seen in the good levels of behaviour seen throughout the school. The school has an appropriate programme for sex education and drug awareness.
30. There is a very good range of extra-curricular activities available for pupils in Key Stage 2. These include many sports, musical, arts and dramatic activities. There are individual music lessons, as well as opportunities to learn how to play the recorder, guitar, violin or percussion or to sing in the choir. These opportunities have a positive effect on pupils' learning. They are well supported by both boys and girls, and the school has a good reputation for the quality of its musical and drama performances. The contribution of the community to pupils' learning is very good. Pupils work in the local area to support learning in subjects such as history and geography. The relationship with partner schools is good. The school has very good relationships with many local groups, including the local church. The school receives substantial financial support from local bodies and this has had a very good impact on learning, especially in the development of ICT.
31. Pupils have equal access to the curriculum and other activities. However, from the evidence gathered, particularly in the analysis of maths and science work, there are opportunities missed for pupils to use their good subject knowledge in practical and problem-solving situations. This is particularly true for higher attaining pupils, whose needs are not always met.
32. As at the time of the last inspection, the provision for pupils with special educational needs is good, and they have equal opportunity to benefit from the curriculum. These pupils are given good opportunities and support in all subjects. Their individual education plans are thorough and provide good detail about what they need to learn next.
33. There is good provision for pupils' spiritual development. All pupils have a daily act of worship, and assemblies contain a moment for spiritual reflection as well as providing an opportunity for learning about the world and moral issues. A sense of awe and wonder was seen in many lessons and assemblies. In a religious education lesson about the life of Jesus, pupils were asked to look at the many different images of Jesus. By skilful questioning about his personality and his reaction to the money lenders in the Temple, the teacher brought out many thoughtful and spiritual responses from the pupils.
34. The provision for pupils' moral development has improved since the last inspection and is now very good overall. The adults in the school set a very good example to the pupils and there are clear codes of behaviour. Pupils are taught to know right from wrong through their day-to-day interaction with staff and through lessons and assemblies, which explore examples of very good moral practice. A strong moral dimension is seen in most lessons, where teachers constantly emphasise good behaviour to help pupils learn what is acceptable conduct, and pupils reflect this by behaving responsibly. Adults in the school also set a very good example by their courtesy, care and respect for pupils. Pupils respond well to this and, in turn, relate well to others and respect their views.
35. There is good provision for pupils' social development. Teachers plan opportunities in many lessons for developing pupils' social skills, such as working together, taking turns and sharing. There is a range of visits during the year that provides good opportunities for pupils to extend and develop their social relationships with each other and with their teachers and other adults. The proposed residential visit for Year 6 will add to this dimension. The sense of purpose and harmony in the school as a community is very strong. However, there are few opportunities for pupils to take initiative and responsibility, especially in lessons.
36. The provision for pupil's cultural development is very good. The pupils have opportunities to study the richness of both their own and other cultures. There is a cultural contribution made by the voluntary charity work for a school in Uganda and the Internet connections to many

parts of the world. History and geography provide links with pupils' own traditions and those of other cultures, present and past. The school has improved on the good elements identified in the last inspection report, and now offers a wide range of activities that supports the very good overall development of pupils' spiritual, moral, social and cultural education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school offers a warm and very welcoming environment, where pupils feel supported and secure. Very good procedures are in place for securing pupils' welfare. Members of staff have a genuine concern for all pupils, whatever their needs, and support staff work very well with individuals to promote their learning. The headteacher is the designated person for child protection; she maintains good contact and has had appropriate training. The school's procedures follow the requirements of the Local Area Child Protection Committee, and an appropriate policy is in place.
38. A detailed health and safety policy helps to ensure the welfare of pupils, and assessments of risks are regularly carried out. The school is vigilant about pupils using the steep slopes and steps leading from the hall. Detailed first aid records are kept, and parents are supplied with a copy of the minor accident details.
39. There are good procedures for monitoring and improving attendance. Registers are well marked and letters from parents kept by the class teachers. Telephone calls are formally recorded, and class teachers are aware of the reasons for any absences. Good liaison is maintained with the educational welfare officer.
40. A strong pastoral care exists at the school, and there are good procedures for monitoring and promoting good behaviour. The pupils respond well to the 'Golden Rules' and behaviour is good.
41. Procedures for monitoring and supporting pupils' personal development are good. Pupils are assessed upon entry to the school and the school maintains a full record of the development of each individual. Teachers know the pupils well, which helps them to feel confident and enjoy very good relationships with all adults. They feel able to express concerns, and these are dealt with in a friendly considerate manner by all members of staff.
42. Pupils' academic progress is well monitored and the school has good procedures in place. At the time of the last inspection, teachers did not make effective use of the information they gained from assessments to guide them in their planning. This is no longer the case and the use made of this information is now satisfactory.
43. Children's attainment on entry is assessed using a baseline test. Their progress is monitored to identify their needs so that they make a smooth transition to the National Curriculum. In Key Stage 1 and Years 3, 4 and 5, pupils' academic progress is effectively assessed. Good use is made of statutory and non-statutory tests, and these are used well to set targets for pupils and year groups. This is being further developed by the introduction of a computer-based system. Teachers have a good knowledge of the progress that pupils are making. Assessment procedures in some subjects are still in the early stages of development, but the school has identified the need to develop them further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school continues to have a good partnership with parents. The questionnaires returned before the inspection made clear that many parents have very positive views of the school and the good care that it provides for their children. During the week of inspection, a large number of parents expressed their full satisfaction with the work of the school, and many positive views were expressed. Parents feel that the headteacher has brought a sense of purpose and friendliness, which is found helpful. Parents feel welcome when visiting the school, particularly now the new 'reception' area has been developed.

45. The quality of information provided by the school is very good. Pupils' annual reports have recently been improved and are now of very good quality. There are regular meetings for parents, where teachers give clear directions and advice about topics and expectations. Parents whose children join the school are given an information pack of excellent materials and have plenty of opportunities to visit the school and settle their children into school life. The school brochure and governors' annual report to parents are well presented and informative. However, there are minor statutory omissions in the governors' annual report and the school prospectus concerning the presentation of attendance statistics.
46. Some parents expressed concerns about the amount of homework set. The expectations for homework are contained in the homework policy, but the home-school agreements completed make no full reference to homework. Inspectors found that homework is regularly set, but practice is not yet consistent across the school. Older pupils are given appropriate amounts of work.
47. The school values the strong link with parents. The very active Parent Teacher Association has provided a wide programme of social and fundraising events, and has a system of elected parent representatives in each class. This very good support has enabled equipment to be purchased and future plans to be prepared for the development of the playground area.
48. The greatest concern expressed by parents was about the range of activities provided by the school outside lessons. Inspection evidence indicates that the school offers very wide provision for pupils in Key Stage 2, particularly in music and sport. Some activities are put on at lunch times. Generally these splendid facilities are offered to older pupils, as some parents regard such activities as not being appropriate for younger children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher is providing very good leadership for the work of the school. Parents are very happy with the quality of leadership of the current headteacher and feel that the school has improved whilst she has been in post. The change from infant school to an infant and junior school has been managed very effectively.
50. There is a very clear, shared vision for the future of the school that is based on an excellent understanding of how the school could improve. The headteacher has maintained the caring ethos that was evident at the time of the last inspection, and has successfully addressed weaknesses identified at that time. There is a very good pace to change in the school, and this has been achieved whilst also significantly raising the morale of teaching staff. The headteacher has enabled all members of staff to become more involved in the management of the school, both in their roles as co-ordinators and as class teachers. The teamwork and shared sense of purpose that is apparent throughout the school is a significant feature of the school's work, with all members of staff having their pupils' well being and education at the forefront of their planning. This means that the school is in a very strong position to improve further in the future.
51. Strategies for monitoring the work of the school are excellent. They have been significantly developed since the last inspection, when their absence was identified as a major weakness. Detailed records of pupils' individual test scores are kept and used very effectively to set targets for improving pupils' attainment. The headteacher has established thorough procedures for analysing test data to identify where improvement is necessary.
52. The role of subject co-ordinators has improved since the last inspection. They now provide a very good lead in their subjects, and their work is a strength of the school. They are actively involved in monitoring teaching and learning in their subjects, and they do this well. The headteacher has established a climate where the monitoring and evaluation of teachers is accepted as an everyday part of life. Teachers are regularly observed at work in the classroom. The information gained from this is used successfully to set individual targets for improvement, to acknowledge strengths in teaching, and to identify priorities for personal and professional development. Training for teachers and other members of staff has been given a clear priority and has helped to develop teachers' confidence. Taken together, these

strategies have had a very good impact on the quality of teaching throughout the school and have led to teachers becoming more reflective about the effectiveness of their own teaching.

53. The involvement of governors has increased significantly since the last inspection and is now good. The headteacher and governors have developed the school's long-term planning, with governors now taking a very active role in deciding priorities for the future. The school development plan is very good. It is detailed and sets a clear and appropriate agenda for school improvement.
54. Governors are very supportive of the school's work and very committed to developing the school further. There are several committees that meet regularly and perform useful roles. Governors have a good understanding of the school's strengths and weaknesses, based on regular visits to school as well as the detailed information that is provided by the headteacher. Governors are given detailed feedback on test results, and use this data effectively to gain an understanding of what could be improved. Individual governors also have responsibility for different curriculum areas. This is effective in helping governors to gain a wider perspective on the school's work. The governors fulfil their statutory responsibilities and publish a prospectus and report to parents. These documents meet almost all the requirements but do not include all of the required data on attendance rates.
55. The day-to-day management of finances by the headteacher, finance committee and school secretary is good. Financial planning is very thorough, with spending clearly targeted on raising standards. The school development plan includes appropriate detail of how improvements are to be funded. The school has needed to plan carefully how its budget is to be used because each year it has been necessary to purchase resources for a new year group. This has been managed very effectively. Careful forward planning has enabled the school to ensure that the transition from an infant school to an infant and junior school has not had a negative impact on pupils' learning.
56. The school successfully seeks additional funding from a range of sources, and these grants are used effectively so that they have a positive impact on learning. The school applies the principles of 'best value' to its work, for example, by ensuring that competitive bids are sought for all large purchases. Additional funding for information and communication technology has been used well to train teachers and to improve resources. The impact of this is clear in the high quality provision in this subject that can now be found throughout the school. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation. Parental contributions recently paid for new books and equipment.
57. The school is staffed with a good number of teachers and support staff. Learning support assistants make a good contribution to pupils' learning, particularly when working with pupils with special educational needs.
58. The governing body has worked tirelessly to improve the quality of accommodation, taking particular account of the requirement to meet the needs of older pupils. Accommodation has been improved significantly in the last two years and is satisfactory overall. The building is well maintained, and attractive displays help to make the school welcoming for pupils. Weaknesses in accommodation are the small playground and field area and the small teaching area in some of the demountable classrooms. Nevertheless, these weaknesses do not have an impact on learning. The school has devised good strategies, such as split playtimes, to cope with the difficulties caused by the lack of outdoor space.
59. Resources are satisfactory. There have been good improvements in resources for information and communication technology since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To further raise standards of achievement, the governors, headteacher and staff should:

- Ensure that pupils are given more opportunity to apply their good knowledge and understanding to challenging practical and problem-solving activities, particularly in mathematics and science. (Paragraphs 8, 23, 97, 103, 107)
- Give older pupils more opportunity to work independently and take responsibility for their own learning. (Paragraphs 17, 23, 35, 97)

In addition, the following areas for improvement should be considered for inclusion in the action plan:

- Review the school's marking policy so that practice is more consistent in different year groups (Paragraph 23).
- Include all the required information in the school prospectus and annual governors' report to parents (Paragraph 45, 54).
- Continue to use identified strategies to improve the listening skills of children in the reception class (Paragraph 69).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

49

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

35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	72	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y5

Number of pupils on the school's roll (FTE for part-time pupils)

184

Number of full-time pupils known to be eligible for free school meals

24

Special educational needs

YR – Y5

Number of pupils with statements of special educational needs

4

Number of pupils on the school's special educational needs register

36

English as an additional language

No of pupils

Number of pupils with English as an additional language

1

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

4

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

6

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	24	28	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	28	28	28
	Total	51	52	52
Percentage of pupils at NC level 2 or above	School	98 (83)	100 (93)	100 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	20	24
	Girls	28	25	28
	Total	52	45	52
Percentage of pupils at NC level 2 or above	School	100 (90)	87 (88)	100 (97)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	157
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26.3
Average class size	30.7

Education support staff: YR – Y5

Total number of education support staff	9
Total aggregate hours worked per week	147

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
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	£
Total income	426758
Total expenditure	424208
Expenditure per pupil	2221
Balance brought forward from previous year	22955
Balance carried forward to next year	25505

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	184
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	50	6	0	0
My child is making good progress in school.	54	41	4	0	1
Behaviour in the school is good.	51	48	1	0	0
My child gets the right amount of work to do at home.	34	47	14	0	5
The teaching is good.	69	26	3	0	2
I am kept well informed about how my child is getting on.	46	44	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	70	23	6	0	1
The school expects my child to work hard and achieve his or her best.	70	26	0	0	4
The school works closely with parents.	47	41	12	0	0
The school is well led and managed.	69	26	0	0	5
The school is helping my child become mature and responsible.	59	40	1	0	0
The school provides an interesting range of activities outside lessons.	17	40	31	9	3

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. As at the time of the last inspection, the quality of provision for children in their first year at school (the Foundation Stage) is good. The curriculum has been developed, and the good teaching seen during the inspection is having a positive impact on children's learning.
61. Children's attainment on starting school in the reception year is broadly average. This is confirmed by teacher assessments made in the children's first few weeks at school. At the time of the last inspection, attainment on entry was above average. This change means that it is not possible to make a direct comparison between overall standards then and now. Nevertheless, inspection findings show that children in the reception year continue to make good progress and achieve well in relation to their prior attainment.
62. Overall, children achieve good standards in their first year in school, and they are on target to exceed expectations for their age in mathematics, knowledge and understanding of the world and physical and creative development. In communication, language and literacy, children have good reading skills, though their writing and listening skills are less well developed, with few children on target to exceed the expectations of the early learning goals by the end of the year. Standards are satisfactory in personal, social and emotional development. Whilst most children develop good personal and social skills, a number of children are not on target to achieve the early learning goals by the end of the year because of their special educational needs.
63. The curriculum for children in the reception class is good. It is very carefully planned and takes full account of the needs of all pupils. Planning is based on the nationally recommended 'Early Learning Goals' and, where appropriate, the expectations of the National Curriculum. A good balance is achieved between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. Sessions are carefully planned, and help children to develop a range of skills. Appropriate use is made of the outdoor area, and children are given good opportunities to show independence in their learning.
64. Children who have been identified as having special educational needs are given good support in lessons. Members of staff are very aware of their specific needs and ensure that they are fully met. Difficult behaviour from children with emotional or behavioural problems is very well managed. Teachers are sensitive to the needs of these children, but ensure that their behaviour does not significantly affect the learning of other children in most areas of learning.
65. Assessment of children's attainment and progress is good. Assessments are made when children start school, and this information is used very effectively to identify what individual children need to learn next. The teacher keeps detailed records of children's progress, and uses this information successfully in order to ensure that activities build on children's previous learning. Careful observations are made of children when they are at work, and this information is recorded to show what skills have been used in a particular activity. The learning support assistants give good support in the ongoing assessment of children's learning.
66. There is good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.

Personal, social and emotional development

67. The quality of teaching in this area of learning is very good. The teacher and learning support assistants are calm, caring and patient, and have a good knowledge of both the social and educational needs of individual children. Children's behaviour is well managed

with good use made of praise to develop self-esteem. Throughout all areas of the curriculum, teachers and learning support assistants ensure that children are encouraged to become independent, relate well to each other and behave sensibly. Times when children talk together are used effectively to encourage them to think about things that affect them and to talk about the needs of others. Children are encouraged to think about what they are doing and to work independently. They do this confidently and, once they have made a choice, children show good perseverance, normally sticking at a task until it is finished. Children are expected to get out resources without adult help and they happily tidy away at the end of an activity. As a result, levels of independence in the reception class are very good and children become confident and secure individuals. Children with special educational needs are included in all activities and quickly improve their confidence.

68. Children are enthusiastic about school and try hard in all their activities. They show respect for property as well as care and concern for each other, and develop a good understanding of the difference between right and wrong. Both the teacher and learning support assistant have high expectations about how children should work. They expect children to make choices for themselves about what activity they are going to do, and they successfully ensure that children learn to think for themselves. However, children are not given sufficient encouragement to explain in detail how they are going to work on their chosen activity or, at the end of the day, to talk about what they have done. This means that some opportunities to extend learning and teach new skills are missed.

Communication, language and literacy

69. There is a strong emphasis on developing children's language skills in all activities, which helps children to make good progress, overall, in this area of learning. Speaking skills are well developed, but listening skills less so. Children are given many opportunities to take part in discussions and talk about their lives, so they become confident in talking to large or small groups as well as to individuals. They explain what they are going to do when they have a choice of activities, and talk happily to visitors about the work they are doing. However, many children still find it difficult to listen to what others are saying. This is partly because children are very enthusiastic and all want to make a contribution to discussions. However, a number of children with special educational needs have poor listening skills, which can have a detrimental effect on learning as other children copy them and call out to ensure that their own contributions are heard.
70. Reading skills are taught very effectively, with elements of the literacy hour used appropriately to ensure that there is sufficient challenge for higher attaining children. The teacher and the learning support assistant have high expectations of what children should achieve. Stories are read well, and children enjoy listening to them. They respond appropriately, joining in with the teacher when they recognise a text. Many children are beginning to read simple texts and can talk accurately about the events in the story. The children's knowledge of the sounds that letters make is particularly noteworthy. There is a very clear structure to the teaching of these skills, with very good use made of a commercial reading scheme. This leads to even lower attaining children showing good confidence about sounding out how to read new words.
71. The teaching of writing is satisfactory. Children develop a positive attitude towards writing and are given appropriate opportunities to improve their skills. As a result, children become confident writers. They are very enthusiastic and always willing to record their ideas on paper, often using recognisable words or letters. Supplies of paper, pens and pencils are always available, and children readily use them. However, few children write at levels above the expectations of the early learning goals. The teacher has a clear understanding of what children are expected to learn in each lesson and uses her knowledge of what children can already do effectively when planning activities. However, written planning does not always show clearly how higher attaining children are to be further challenged. These children could, on occasions, be given them more opportunities to write purposefully.
72. Homework is well planned and makes a sound contribution to children's learning, especially in the development of reading skills.

Mathematical development

73. Children make good progress in developing mathematical skills. Most children recognise numbers to ten, with a large number of higher attaining children recognising higher numbers. When working orally, higher attaining children can work out 'one more than' a given number. Children enjoy playing simple number games on the computer, and confidently use appropriate mathematical language, such as 'bigger than' and 'smaller than'.
74. The good teaching of the subject ensures that all children are well motivated and interested. Careful planning means that the needs of all children are met. Activities are exciting and stimulating, and encourage children to think of themselves as mathematicians. Mathematical concepts are often taught in a practical way that involves the children and promotes good learning. For example, the concept of area was very effectively introduced by linking a story about 'Bear's Quilt' to the need to make a quilt that would be big enough to cover a pretend bear. Children made their own small quilts, gradually enlarging the class quilt until it was big enough. Children explained confidently what they had done and why they had to make the quilt bigger.

Knowledge and understanding of the world

75. Pupils make good progress in this area of learning, developing a wide range of skills and knowledge. Children know the names of different body parts and understand what plants and animals need to help them grow. They understand that things change over time and can talk about recent past events in their own lives. Work on festivals, such as the Chinese New Year and Christmas, helps children to understand that not everyone is the same or believes in the same things.
76. The quality of teaching in this area of learning is good. Activities are carefully planned around different topics, with good use made of visits to stimulate learning. For example, following a visit to a farm, children produced an interesting range of work about farm animals and how food gets to the kitchen table. Children enjoy the work they are given and are well motivated and work well. The practical focus in work means that learning is made purposeful and fun.
77. Children show very good skills when using the computer. They read simple text on the computer and confidently use the keyboard and 'mouse' to write out words or draw pictures. The teacher effectively encourages this by making sure that the computer is readily available for everyday use in the classroom. Specific skills are taught well. For example, children confidently explain how they can make a toy move by typing in instructions.

Physical development

78. Children make good progress in developing physical skills. They have regular opportunities to work outside, and their learning is also enhanced by regularly timetabled physical education lessons. The quality of teaching is good in these lessons. Careful planning helps to ensure that all children are fully involved in activities. Team games are used effectively to help children learn to be competitive but to play fairly. Children listen carefully to instructions from the teacher and move around activities sensibly. They successfully catch and bounce small balls and roll hoops. The teacher allows sufficient time in each lesson for the teaching of specific skills, but also gives children time to 'experiment' with equipment in their own way and to develop their own ideas. At these times, the teacher gives good support to individual children, especially those who have special educational needs. This helps to ensure that the needs of children with differing prior attainment are fully met.

Creative development

79. The quality of teaching in this area of learning is good and children make good progress. An imaginative range of resources is used to stimulate interest and promote good learning.

Children draw and paint confidently, with increasing control of a range of tools, for example when using different materials to make pictures of different types of vegetables. Teachers successfully encourage pupils to work independently. For example, children cut out shapes for themselves when making stained glass lanterns. Children enjoy singing and join in with enthusiasm when making music in the classroom or in assembly.

ENGLISH

80. Pupils' standards of attainment at the end of Year 2 and Year 5 are above average, overall, in English. The changes in the characteristics of the school mean it is not possible to compare pupils' attainment now with attainment at the time of the last inspection. However, pupils continue to make good progress in English throughout the school.
81. By the end of Year 2, pupils are achieving well for their age and in relation to their attainment on entry. Their attainment is above the national average in reading and in line with the national average in writing. National Curriculum test results vary significantly from year to year because of the size of the cohort and the variations in the number of pupils with special educational needs in each year group. In 2000, test results were well above average in reading and above average in writing when compared with all schools and similar schools. Test results for 2001 confirm inspection findings, with the low number of pupils attaining the higher level (Level 3) in writing continuing to be the weakness in overall attainment.
82. By the end of Year 5, pupils' attainment is above average in reading and writing. Although there is no national comparative test data for pupils at the end of Year 5, tests show that some pupils are already achieving the standards expected for pupils by the end of Year 6. Most pupils are on target to achieve these standards in a year's time, with about one in five pupils on target to achieve the higher level (Level 5).
83. There is a significant difference between the attainment of boys and girls in writing, especially in Key Stage 1. Girls achieve significantly higher standards than boys do. The school has identified the need to improve standards of boys' writing and is rightly focusing on changing their attitude to the subject. The school is aware of the need to make writing more purposeful for boys so that they become more confident in using their skills. The school's literacy action plan identifies raising standards in writing as the key area for development over the next year, and the school has already begun to allocate more time for pupils to write outside the literacy hour. However, this has not been in place long enough to have had any significant impact on standards.
84. Pupils make the best progress in writing in Key Stage 2. In Key Stage 1, pupils develop a good knowledge of the basic skills of writing. Their understanding of basic punctuation rules is good, and they generally present work neatly, although only a few confidently use a joined handwriting style in their everyday work. Although pupils have a good vocabulary when speaking, this is less apparent in their writing. However, a scrutiny of pupils' work indicated that they are not given enough opportunity to write for a range of purposes in Key Stage 1. Too often, their learning is recorded through drawings rather than writing, and opportunities to extend pupils' literacy skills are missed in subjects such as science, history and religious education. In contrast, in Key Stage 2, pupils begin to write more confidently for a wide range of topics. In Year 3, an extended writing session helps pupils to learn to write in a sustained way for a longer period of time than is available in Key Stage 1. Pupils in Years 4 and 5, confidently write stories, poems, reports and descriptions, with a strength of teaching being the way that this writing is made purposeful. For example, Year 5 pupils write confidently about what it would be like to be a Tudor sailor. This work is well presented, showing a good range of writing skills, as well as empathy for the subject matter.
85. Throughout the school, pupils make good progress in developing spelling skills. Teachers successfully help pupils to develop a good knowledge of the sounds that letters make. There is a very strong emphasis on teaching these skills, starting with the youngest children in the reception class. A good range of strategies is used to develop these skills, and pupils are encouraged to become independent spellers. As a result, they become confident about using their knowledge of letter sounds to help them work out how to spell new or unknown words.

86. Pupils achieve good standards in speaking and listening in both key stages. Many younger pupils are articulate, and speaking and listening skills are effectively promoted in class and in other activities. Pupils are given good opportunities to perform in front of an audience. Pupils in Key Stage 2 have good opportunities to speak in both formal and informal situations. They respond well to these opportunities, speaking very confidently for a range of purposes.
87. Pupils develop good reading skills because the teaching of reading is very effective throughout the school. Teachers make very good use of a commercial reading scheme to ensure that skills are developed systematically. Pupils are encouraged to use their knowledge of letter sounds to work out how to read new words, and do this confidently from an early age. Where appropriate, pupils are taught to use other strategies to improve their reading effectiveness. In both key stages, pupils are given good opportunities during group reading sessions to share books and read to each other and to an adult. They do this confidently, using an appropriate range of strategies to read unknown words. For example, they look at the pictures and try to work out what the word is from the context of the sentence. Pupils enjoy talking about the books they are reading. Higher attaining pupils explain clearly why they enjoy particular types of books. In Key Stage 2, pupils explain clear preferences for authors or types of books. Teachers ensure that pupils are given purposeful reading tasks, which helps pupils to improve the range of their reading. For example, older pupils use their research skills well in history and geography lessons and to carry out their own research projects. In doing this, they use books, teacher-prepared resources and information and communication technology.
88. The quality of teaching is good. Throughout the school, teachers are enthusiastic when talking about the subject, which helps to motivate and inspire pupils. Teachers give clear instructions and explanations so pupils understand what is expected of them. Teachers have high expectations and consistently plan activities that will develop literacy skills. The needs of all pupils are met through careful planning and the effective use of resources and questioning to involve and motivate pupils.
89. Some parents are not happy with the amount of homework for older pupils. Inspection findings are that homework provision is satisfactory. Pupils are given an appropriate amount of homework. They take reading books home and are regularly given other activities to do at home, although this is not consistent from week to week.
90. A good feature of teaching throughout the school is the support given by learning support assistants, who are extremely valuable members of the teaching team. They are well trained and well informed. They often work with pupils who have special educational needs and, when this is the case, such pupils in both key stages often make good progress. Individual education plans are written for all pupils on the special educational needs register.
91. Procedures for assessing pupils' attainment and progress have improved since the last inspection and are now good. The school makes good use of a range of assessments to monitor pupils' learning from year to year and to set targets for the end of each year. However, the quality of marking is variable. It is most effective when identifying clearly what pupils have done well or how they could improve. On occasions, marking lacks detail and does not support pupils in their learning.
92. The subject co-ordinator provides very good leadership in the management of the subject. There is a very good understanding of the school's strengths and weaknesses based on high quality monitoring of work throughout the school. The work of teachers has been monitored, and areas for individual improvement identified as a result. Appropriate priorities for development have been identified, such as improving the range of reading books and writing opportunities suitable for lower attaining boys. The national literacy strategy is firmly embedded in the school's provision, and teachers plan work carefully using the literacy framework. This helps to ensure that the curriculum is broad and balanced.

93. Resources are satisfactory. There is a well-resourced library, and books are prominently displayed in all classrooms. Very good use is made of information and communication technology to support the development of pupils' literacy skills.

MATHEMATICS

94. Pupils' standards of attainment at the end of Year 2 and Year 5 are in line with national averages. The results of the national tests in 2000 for last years' Year 2 show that standards of pupils at age 7 are average when compared to all schools. However, fewer than the national average attained the higher level (Level 3). The results for the recent tests in 2001 show a similar picture. In both key stages, pupils have good number skills, but they are less confident in applying this good knowledge to practical situations or investigations. There are no marked differences in the performance of boys and girls. Pupils with special educational needs are supported very well and make good progress.
95. By the end of Year 2, pupils have a sound knowledge of place value to 100, with a few able to solve problems up to 1000. They know some of the properties of 2 and 3-D shapes and can measure length, time and weight. The pupils have good knowledge of how to collect data and record it on graphs. Many can add and subtract simple sums. They are currently learning how to add together amounts of money both mentally and with simple paper and pen methods, as well as adding 2 digit numbers, doubling and halving. By the end of Year 5, pupils can work out calculations in their heads. They are starting to understand fractions and their links with decimals and percentages. They are developing their measuring skills, and use and interpret a range of diagrams and charts. They are aware of place value to ten thousand, square numbers and metric measurement, and can use the correct standard notation in working out problems using the four-rules of addition, subtraction, multiplication and division.
96. The quality of teaching and learning throughout the school is good overall. No unsatisfactory lessons were observed, with 50 per cent being good and 16 per cent very good. Where teaching is good or better, the mental sessions are lively, have good pace and all pupils participate fully. In the best lessons, the teachers have a clear idea of their objectives and set realistic, achievable and challenging targets. The teachers use the correct mathematical language and have good subject knowledge. Where the teaching was satisfactory, the strengths of the lesson observed were offset by an occasional lack of challenge for higher attaining pupils. This is particularly evident in the lack of opportunities for pupils to be involved in more problem solving and independent work.
97. The national numeracy strategy has been effectively implemented. All members of staff have received effective training, and the positive impact of the strategy is starting to become evident. Numeracy lessons are well structured and give the opportunity for mental mathematics and concept development, and for reflection on what has been learned. Homework is set and this supports the learning satisfactorily. Information and communication technology is well used to support the pupils' learning; this is an improvement on the previous inspection.
98. There is a satisfactory range of good modern resources that are used well and have a good impact on teaching and learning. Planning is good, and the teachers have adopted an extensive and efficient system of tracking and targeting pupils' progress. The teachers have a good knowledge of the levels of the National Curriculum, and regularly assess the pupils accurately. The pupils enjoy their mathematics. They work well together in groups, and no bad behaviour was seen. Their positive attitude to the subject is evident throughout the school.
99. The subject is well led by an efficient and knowledgeable co-ordinator, who has carried out extensive monitoring of the teaching. This has had a positive impact on standards and represents an improvement since the last inspection. The school has made good progress since then. The curriculum is broad and balanced. The pupils experience the full coverage of the mathematics curriculum, with good emphasis now being placed on their understanding and ability to explain and apply their calculations.

SCIENCE

100. Pupils' attainment is in line with the national average at the end of Year 2 and above national expectations by the end of Year 5. In 2000, National Curriculum teacher assessments for pupils at the end of Year 2 showed that pupils' attainment was average overall. The number of pupils attaining the expected level (Level 2) was very high compared with all and similar schools, and in the top five per cent nationally. Pupils with special educational needs are well supported enabling most to attain the level expected for their age. National Curriculum results in 2001 for pupils, for which there are no national comparisons, indicate that results are slightly lower than the previous year because fewer pupils attained the higher level (Level 3).
101. As at the time of the last inspection, pupils make good progress especially in developing their knowledge and understanding of living things and the properties of various materials. Higher attaining pupils make less progress in extending their investigative skills. Pupils in Year 1 develop good skills in making observations, and have a good knowledge and understanding of various types of plants and their needs. Pupils in Year 2 develop a good understanding of the suitability of various materials for given tasks. For example, they know which fabrics provide greatest warmth and that certain objects need to be strong or flexible.
102. Pupils make good progress overall so that they have a thorough knowledge and understanding of all aspects of science by the end of Year 5. However, pupils' ability to use their knowledge in practical situations and to devise and record their own tests is less well developed. There were no pupils in Year 5 at the school at the time of the last inspection. Throughout the school, pupils with special educational needs take a full part in lessons and are given effective support, enabling them to make good progress.
103. The quality of teaching has improved since the time of the last inspection and is now good overall, with an example of very good teaching in Year 3. In the very good lesson, pupils were asked challenging questions about the tests they had carried out, and this meant that they needed to use their scientific knowledge to give reasons for their findings. Teachers have a good knowledge of the subject and are effective in passing this information on to the pupils.
104. In Years 1 and 2, there is a good emphasis on practical work, and pupils are excited and amazed when they make interesting discoveries for themselves. For example, pupils in Year 1 enjoyed finding the differences between real and artificial plants, and were delighted to observe pollen, roots and bristles on the real plants when viewed through a magnifying glass. Teachers prepare well for lessons and use questioning effectively to ensure that pupils have a good understanding of what is being taught. For example, a teacher asked pupils if the artificial plant would grow any bigger and whether or not it needed water. These questions enabled her to find out if the pupils had understood about some of the life processes of plants. Teachers show pupils a range of ways of displaying their findings, such as charts and graphs. However, they do not provide enough opportunities for higher attaining pupils to improve their writing skills because pupils are often given a simple worksheet requiring one-word captions or illustrations.
105. In Year 3, practical work continues to be a strong feature in lessons, and pupils are given good opportunities to improve their writing and numeracy skills by setting out their work using tables, graphs and scientific report writing. On occasions, the teachers' high expectations for recorded work results in lower attaining pupils not being able to complete the task set, and their work becomes rushed and untidy at these times.
106. In Years 4 and 5, the purpose of the lesson is clearly explained to the pupils and resources are used effectively to support learning. Teachers ask skilful questions to encourage pupils to make careful observations, and provide helpful demonstrations to support the teaching of scientific facts. They have high expectations of the way pupils should present their work and the presentation of pupils' work is of a good standard as a result. However, pupils are not

given enough opportunities to devise and carry out their own investigations and to apply their scientific knowledge when recording and explaining their findings.

107. In all classes, pupils continue to be enthusiastic about science and concentrate well. Their behaviour in lessons is always good and sometimes very good, and they co-operate well with each other during practical activities.
108. Throughout the school, the curriculum is broad and balanced and topics are covered in great detail. A suitable scheme of work supports teachers in their lesson planning. Assessment procedures are satisfactory overall, although the quality of teachers' marking varies and does not always show what pupils need to learn next. Some helpful assessments at the end of topics show clearly what pupils have learnt and areas for future development. In Year 4, pupils write what they know at the start and the end of topics, and these checks are particularly helpful in involving pupils in assessing their own learning. Whilst teachers use the information gained from assessment to plan work, they do not always expect enough from higher attaining pupils.
109. The subject co-ordinator has a good knowledge of strengths and weaknesses in the subject and has clear plans for improving provision and further raising standards. A clear programme for monitoring teaching and learning in the subject has been successful in improving practice. Appropriate resources have been purchased to meet the needs of the new curriculum.

ART AND DESIGN

110. Pupils' attainment is good by the end of Year 2 and Year 5. They make very good progress in Years 1 and 2, and good progress in Years 3, 4 and 5. Pupils with special educational needs and gifted and talented pupils make similar progress to other pupils, relative to their prior attainment. There are examples of exceptionally high quality work, especially from pupils in Years 1 and 2. For example, pupils in Year 2 manipulated clay effectively when making interesting sculptures inspired by Barbara Hepworth, and pupils in Year 1 made careful prints of flowers and foliage in the style of William Morris. Throughout the school, pupils develop particularly good skills in observational drawing and colour mixing. For example, pupils in Year 5 made effective use of line and shading when drawing still-life pictures of musical instruments, and pupils in Year 4 mixed a very wide variety of subtle colours when painting geometric designs in the style of Paul Klee.
111. As at the time of the last inspection, the quality of teaching is good. Teachers in Years 1 and 2 have excellent subject knowledge, resulting in high expectations and very good skills being taught. Teachers manage behaviour effectively, enabling pupils to enjoy art lessons and to concentrate well. Teachers encourage pupils to make effective use of sketchbooks to practise drawing techniques and test out colour mixing. Lessons are carefully planned, and pupils are given effective support in learning new techniques. In Year 5, pupils are given good opportunities to evaluate their own work, which enables them to make improvements during lessons. A lack of space in some classrooms makes it difficult for teachers to offer a wide range of resources at a time. Nevertheless, pupils are encouraged to select from available resources, including considering the suitability of brush sizes for applying paint.
112. There is a very broad curriculum, providing pupils with exciting opportunities to develop a wide range of skills and use various media. Special 'art weeks', when the whole school takes part in shared art projects, are particularly effective in producing work of a very high quality. For example, pupils in Years 1 and 2 made delightful self-portraits on clay plaques as part of a wall decoration for the entrance hall, and pupils in Years 3, 4 and 5 helped make a detailed and colourful wall hanging of various creatures from batik. Pupils have good opportunities to study the work of famous artists in depth, and the subject makes a good contribution to pupils' cultural development by exploring the work of artists from around the world. There are no formal assessments for the subject, but pupils' sketch books and folders of work are kept to show pupils' progress over time.

113. Co-ordination of the subject has improved since the last inspection and is now good. The co-ordinator has a clear understanding of strengths and comparative weaknesses and has clear plans for further enriching provision at the school.
114. The subject continues to be well resourced and very good use is made of the local community. Pupils are given regular opportunities to appreciate the work of other artists by visiting museums and art galleries, and effective use is made of visits to the seashore to make sand sculptures and observational drawings of shells. Pupils from a local secondary school work with pupils, helping them to develop skills and techniques. There is a successful after school art club where older pupils extend their skills. For example, pupils are making attractive and well-shaped papier-mache vases in the style of Clarice Cliffe.

DESIGN AND TECHNOLOGY

115. Pupils' attainment is satisfactory by the end of Year 5 and they make satisfactory progress throughout the school. All pupils, including those with special educational needs, develop an appropriate range of designing and making skills throughout the school. Younger pupils learn to make things move by using cardboard levers and pop-up mechanisms, and older pupils use electricity and pneumatics to power their models. The better designs show the intended dimensions as well as the materials to be used. For example, the detailed plans of pupils in Year 4 resulted in their making good quality money containers. Nevertheless, the older pupils' evaluations of their work are under-developed and do not show sufficiently how they think their work could be improved.
116. The quality of teaching was good in the one lesson observed in Year 3. Teaching was satisfactory at the time of the last inspection. In the one lesson observed, the teacher used resources effectively and pupils were asked good questions enabling them to evaluate the quality of commercially produced sandwiches. As at the time of the last inspection, pupils have good attitudes towards the subject, and teachers manage behaviour well.
117. The curriculum is satisfactory overall, with a suitable scheme of work to support teachers in their lesson planning. Effective links are made with different subjects. For example, pupils in Year 5 designed and made some interesting musical instruments from reclaimed materials as part of a science topic on 'sound'.
118. There are no formal assessment procedures for the subject. However, pupils are encouraged to evaluate their own work. Samples of pupils' work from each class are kept to show how skills develop throughout the school.
119. The management of the subject is good, and considerably better than at the time of the last inspection. Whilst the subject has not been a recent area of focus, a specialist teacher has worked alongside members of staff and this has improved the provision across the school. The new co-ordinator has included clear plans for further improving the subject in the school development plan. Information and communication technology is used effectively to support work in the subject. For example, pupils in Year 2 used a computer programme to design attractive coats for a teddy bear. There is a successful after-school club where pupils further develop their designing and making skills when using fabric. Pupils produce some attractive pillows with carefully sewn patterns.

GEOGRAPHY

120. The standards of attainment achieved by the pupils at the end of Year 2 and Year 5 are above national expectations. Map-work is taught throughout the school, and good planning and teaching have ensured that pupils make good progress in the skills of reading and using maps. By the end of Year 5, pupils have a sound knowledge of the world's continents and different climate zones. They are able to discuss environmental issues and can comment on ways to improve their local area. They are familiar and confident in the use of atlases and globes.

121. The quality of teaching is good. Teachers manage pupils' behaviour well. There is a good pace to lessons and the work challenging. The pupils enjoy learning about different places, and work well together so that the quality of their learning is good. They are attentive and cooperate in meeting lesson objectives. Teachers display good geographical knowledge, use the correct geographical vocabulary and encourage pupils to do so. In a Year 5 lesson, the pupils were deciding the factors that influence the site of a settlement, along with differences and similarities in facilities between Bexhill and a nearby contrasting town. In Year 2, the pupils are learning about St Lucia and what life is like in the West Indies. Very good use was seen of a large transparent globe, which gave the pupils a good idea of the size of St. Lucia, and its position in the world. A visitor to the previous lesson had given the pupils a good insight into life in another country, which helped to make learning purposeful.
122. Teachers' planning indicates that good use is made of local resources and visits. There are also good planned opportunities for links between geography and numeracy through co-ordinates in map-work, with literacy through the written presentation of ideas and information, and with communication technology through the display of finished work.
123. The subject is led by a keen, enthusiastic and knowledgeable co-ordinator. The co-ordinator has monitored the subject, which has had a positive impact on geography teaching. The curriculum is broad and balanced. The school has carefully considered how to ensure that topics are taught in sufficient detail. The practice of having 'focus' weeks when more than one geography lesson is taught to a class is very effective in helping pupils to acquire new skills and knowledge at a good rate. This was seen to good effect in Year 2, where pupils developed a good knowledge of St Lucia during the time of the inspection.
124. The subject makes a good contribution to pupils' cultural development by extending their knowledge of the world and its peoples. The level of resources has recently been improved with the purchase of globes, atlases and maps.

HISTORY

125. Because of the nature of the timetable, only one lesson of history was seen during the inspection week. Inspection evidence is therefore based on the analysis of pupils' work in books and displays, on interviews with teachers and observations of the small number of timetabled lessons.
126. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 5. Both boys and girls, including those with special educational needs, make satisfactory gains in their learning. By the end of Year 5, pupils develop their knowledge and understanding of the lives of people in the past; for example by looking at clothes worn in the past, through visits to places of local historical importance, looking at houses, transport, schools and household objects from long ago. They successfully use photographs to compare lifestyles. The oldest pupils have a satisfactory knowledge of key dates, periods and events in British history. They have studied the Victorians and Tudors this year and are developing their research skills. The skills of looking at photographs of objects from the past and finding out what they can tell us about the past and their reliability as sources of accurate information are taught well and understood. In Year 2 the pupils have been learning about time lines and what they can tell us about the sequences of events, as well as the major events and people of the Great Fire of London and the symbolic significance of poppies in the Great War of 1914-1918.
127. Teaching was good in the one lesson observed in Key Stage 2. The pupils enjoy learning about the past and they behave well. This is due to good teaching, with good pupil management and an interesting and stimulating approach to the subject. In the good lesson, the teaching motivated the pupils, who in turn applied themselves very well, completing a good quantity of work and showing much interest in the topic. The teacher focussed the pupils well on the task by looking at sources of local historical evidence and developing their sense of time and the position of well-known events in an historical time-scale. Good use was made of a £1 note to compare coinage today and in the past.

128. The subject is well led by a very keen and knowledgeable co-ordinator, who has carried out useful monitoring of teaching and learning. This has helped to identify strengths and weaknesses in the subject. Weaknesses identified at the time of the last inspection have been fully addressed. At that time, little history was taught and the work was too worksheet based; this has now been rectified. There is now a greater variety of work and the curriculum is well planned, with good use of a nationally recommended scheme of work. It correctly includes the teaching of the skills of historical interpretation and the use of source material.
129. The study of historical topics makes a good contribution to pupils' knowledge of the culture of Britain and other parts of the world. There are adequate resources for the teaching of the subject. Good use is made of the local museum service, and visits provide good opportunities to further enrich the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Pupils' attainment is well above average by the end of Year 2 and Year 5. Pupils with special educational needs achieve standards appropriate to their prior attainment and make very good progress in developing basic skills. Since the last inspection, the school has improved resources and introduced a suitable scheme of work to support pupils' learning. Teachers are more confident about teaching the subject, making very good use of computers in lessons, which has had a positive impact on standards.
131. Throughout the school, pupils develop very good computing skills and are able to apply these successfully to a range of practical situations. By the end of Year 2, pupils are becoming familiar with the layout of a keyboard and confidently type simple texts. They successfully play a range of language and mathematical games using the keyboard and mouse. By the end of Year 5, pupils have a wide a range of skills. When word-processing they change font-type, colour and size of their text, and present their work in a way that is attractive to an audience. They understand how computers can be used to present information in different ways. Pupils successfully use clip-art to make their writing interesting or to produce greeting cards and book covers. They produce graphs, and their use of spreadsheets and data handling is outstanding. For example, higher-attaining pupils in Year 5 produce spreadsheets that work out the cost of a school trip for different classes in the school.
132. There is a very good development of skills in the area of 'control'. Younger pupils confidently explain how they can make a toy move by typing in instructions. Older pupils use control technology to make pictures and patterns. They confidently use a range of sensors to collect data, and are then able to record their findings using graphs, pie charts and text. For example, pupils in Year 3 collected data on rainfall and wind direction, which was then presented informatively in a variety of formats.
133. Pupils have a very good knowledge of the many applications of information and communication technology and understand that it involves more than just working on the computer. Even the youngest pupils confidently use tape recorders and understand how information and communication technology can be used in everyday life. Pupils understand that the Internet can be used to find information, and they do this confidently. For example, pupils in Year 4 found out what the weather was like in India by carrying out a search on the Internet. Throughout the school, pupils use e-mail as an everyday form of communication. This has helped the school to develop links with schools in London and Canada, which has made a significant contribution to pupils' cultural development.
134. The quality of teaching is good. A significant strength of the school's work is the very effective way that teachers ensure that the use of information and communication technology is built into all curriculum areas. Teachers take care to ensure that all pupils, including those with special educational needs, have equal access to the curriculum, and the use of computers and other resources is carefully planned into everyday work. Pupils were observed developing their skills in a range of subjects, including literacy, numeracy, science and geography. Very good quality displays of pupils' work show how skills are used in different subjects. These displays help to make learning purposeful to the pupils and show the progression of skills across the school.

135. The school has a small computer room with six computers. This room is used very effectively to teach pupils specific skills. Much of this teaching is carried out by a well-qualified learning support assistant, who provides very good support to pupils. At these times, pupils are successfully taught new skills that they are then able to use on the computers in their classrooms. When necessary, pupils willingly share new skills with others in their class, which helps all pupils to learn new skills quickly.
136. Assessment procedures are satisfactory. The school is currently trialling a new, more detailed form of assessment, which provides clear information on what pupils can and cannot do. Where it is already in use, it is helping the teacher to identify strengths and weaknesses in attainment, showing clearly what pupils need to learn next.
137. Management of the subject is excellent. This represents a significant improvement since the last inspection. The subject co-ordinator provides outstanding leadership, and this has helped to raise the profile of the subject throughout the school. This is having a very positive impact on pupils' standards of attainment. Very good support is offered to colleagues, especially in the area of training. Monitoring by the subject co-ordinator is very thorough. There is a very good awareness of how provision in the subject can be further improved in the future.
138. The subject co-ordinator is very effectively supported by a technician who is employed for one morning a week. His excellent knowledge of the technical aspects of the subject has helped the school to make rapid improvements in provision.
139. Resources have been improved since the last inspection and are now very good. The purchase of new hardware and software has considerably improved the profile of the subject throughout the school, and pupils are benefiting from these new resources. Good use is made of a small computer room to teach specific skills.

MUSIC

140. Pupils' attainment is good by the end of Year 5 and they make good progress particularly in Years 3, 4 and 5, where classes and individuals are taught effectively by music specialists. Pupils in Year 1 sing tunefully without accompaniment and many keep pitch when singing a solo. They enjoy listening to other pupils playing instruments and create various 'body sounds' to accompany their singing. Pupils in Year 3 work together, maintaining three rhythm patterns at the same time. In Year 5, pupils listen carefully to pre-recorded music and sing hymns in two-part harmony. Pupils with special educational needs and gifted and talented pupils make similar progress to other pupils, relative to their prior attainment.
141. The quality of teaching during the inspection was satisfactory overall, with good teaching observed in Year 3. Less time is allowed for the subject during lessons than at the time of the last inspection. Teachers plan lessons carefully and explain tasks well so that no time is wasted. Praise is used effectively, encouraging pupils to try hard and persevere. In Year 3, the teacher's very good subject knowledge and high expectations help pupils to learn and use correct musical terms, such as 'ostinato' and 'pentatonic', and to respond to changes in dynamics when playing a tune. Throughout the school, teachers manage behaviour effectively, and pupils continue to be positive about music and particularly enjoy taking part in performances. However, some lessons do not include enough opportunity for pupils to carry out practical tasks, and they do not concentrate as well in such lessons. Pupils in Year 3, 4 and 5 are often set appropriate tasks to complete at home, such as practising pieces of music and finding out about various playground songs and rhymes. Pupils with special educational needs are given effective support and encouragement, enabling them to take part in making music to the best of their abilities.
142. The curriculum is broad and balanced, and guided by a suitable scheme of work. A newly developed assessment sheet provides useful information on what pupils have learned during a particular topic. These assessment sheets have not been in place long enough to support teachers in future planning.

143. The very hardworking co-ordinator continues to provide effective support for teachers and has developed detailed monitoring of the subject since the time of the last inspection. Training has been provided for all teachers to improve their confidence and knowledge of the new curriculum, and the co-ordinator has provided information packs to support teachers in their lesson planning. A different activity is set up outside the hall each week, enabling pupils to extend their learning during the lunch-break. These activities are very popular with the older pupils.
144. There continue to be good resources for music, with learning supported effectively by a wide range of pre-recorded multicultural music and percussion instruments. Very good extra-curricular activities for older pupils enable them to develop above average skills in performing to an audience. There is a successful orchestra, in which pupils play various string and wind instruments. All pupils in Year 3 learn to play the recorder, and several pupils pay for additional violin or guitar lessons. Pupils are given good opportunities to take part in various local music festivals, including some held at the school. There are good links with the local secondary school, and pupils often benefit from workshops and performances by the older pupils. Information and communication technology is used effectively to support work in the subject. For example, pupils in Year 3 compose short pieces of music using the computer. However, opportunities are sometimes missed for older pupils to take responsibility for tasks such as operating the tape recorder.

PHYSICAL EDUCATION

145. Standards of achievement seen in physical education are in line with what is expected for pupils nationally. At the moment, pupils do not experience the full National Curriculum programmes of study because swimming and outdoor adventurous activities are not currently part of the curriculum. However, these elements are planned for the next academic year when the school reaches full capacity and has its first group of Year 6 pupils. There will be an opportunity for Year 6 to learn to swim and undertake a week-long residential course of outdoor adventurous activities.
146. In gymnastics and games lessons, all pupils make good progress in the development of their skills. They are taught to improve their skills and work collaboratively throughout the school. In all lessons observed, pupils are encouraged to warm up, and are made aware of the importance of exercise and safety. They are also taught to cool down correctly at the end of a period of exercise. Nearly all the teachers provide good role models by changing for the lessons; all pupils change into suitable clothing. Pupils in Year 2 are learning to improve their catching, throwing and striking skills. They are being encouraged to throw accurately, position themselves to catch more securely, and strike a ball with some force and accuracy.
147. Pupils in Year 5 are improving their fitness levels and are being encouraged to improve their personal performance through a sequence of exercises. They are aware of the need for safety in these circumstances and are learning to improve their performance through evaluation and discussion. In another Year 5 lesson, pupils made good progress in their ability to throw further and with greater control.
148. The quality of teaching is good. This represents a slight improvement since the last inspection when it was judged to be 'generally good'. The teachers encourage the pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. All pupils enjoy physical education. Their response is good and no bad behaviour was seen. The lessons are well planned and skills are developed at a good rate. Teachers have good subject knowledge, give clear instructions that emphasise how improvements can be made, and use encouragement and praise appropriately.
149. The school has a satisfactory range of modern resources and equipment that is used well. The school field is quite small, and plans have been made to use other facilities in the future.
150. There is an annual sports day that is well supported by parents and enjoyed by pupils. The provision for extra-curricular activities is very good. There is a range of after-school sports

activities with some competitive matches. There are plans to enter more tournaments and matches when the school has a Year 6 class.

RELIGIOUS EDUCATION

151. Pupils' attainment meets the expectation of the locally agreed syllabus by the end of Year 2 and Year 5. They make satisfactory progress in developing an appropriate knowledge and understanding of several major world faiths. For example, pupils in Year 5 know how Muslims worship and the symbolism of the five pillars of faith in Islam. They successfully learn about why certain places and people are special, and show sensitivity and respect for the beliefs of others. Younger pupils develop an appropriate knowledge of various festivals and the purpose of religious artefacts. For example, pupils in Year 2 are able to explain why the festival of Hanukah is important in Judaism. They understand why Easter is a significant Christian festival and can relate this to the act of communion in church.
152. Pupils with special educational needs make satisfactory progress and achieve standards appropriate to their prior attainment.
153. The quality of teaching is satisfactory. Pupils are encouraged to relate issues of faith to their own lives. They are interested, well motivated and take a good part in discussions. Questioning is used effectively to encourage pupils to think about the life of Jesus and the impact he had on the people he met. Resources are used effectively, and good use is made of visitors to promote an understanding of Christianity. For example, a visit from the local vicar helped pupils in Year 2 to learn about how Christians celebrate communion and why this is linked to 'The Last Supper'. In a Year 4 lesson, pictures of Jesus helped to promote an understanding of what his personality might have been like. The teacher responded very sensitively to the pupils' responses, and encouraged them to think about how Jesus felt when he came across the moneylenders in the temple.
154. Teachers' lesson planning shows that good use is made of drama and role-play to make lessons interesting. However, samples of pupils' work show that, throughout the school, insufficient opportunities are provided for pupils to use writing to record their learning, and their workbooks contain very few examples of written work.
155. Collective worship makes a valuable contribution to pupils' understanding of faith and beliefs. Prayers are said at different times during the school day, and pupils are encouraged to think about how they can help those who are less fortunate than them. For example, pupils have been raising funds to help build a new school in Uganda.
156. There is an appropriate curriculum and the locally agreed syllabus provides good coverage and support for teachers' lesson planning. The role of the subject co-ordinator has been significantly developed since the last inspection, and leadership in the subject is now good. Teachers are given effective support, and the co-ordinator has begun to monitor teachers' planning in order to identify strengths and weaknesses in provision. This has helped to develop a clear vision for the future development of the subject.